REPORT RESUMES

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TRI-STATE REGIONAL LEADERSHIP PLANNING CONFERENCE FOR THE DISSEMINATION OF INFORMATION ABOUT THE MORE EFFECTIVE USES OF THE NEW EDUCATIONAL MEDIA (NASHVILLE, AUGUST 10-12, 1959). FINAL REPORT.

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

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THE 46 PARTICIPANTS REPRESENTED PROFESSIONAL ORGANIZATIONS, SCHOOL SYSTEMS, UNIVERSITIES, COLLEGES, AND DEPARTMENTS OF EDUCATION IN TENNESSEE, KENTUCKY, AND WEST VIRGINIA. AMONG TOPICS DISCUSSED WERE CREATIVE USES OF WELL-KNOWN MEDIA, UTILIZATION OF LANGUAGE LABS AND TELEVISION, NEEDS AND RESOURCES FOR INFORMATION DISSEMINATION, AND GUIDELINES FOR ACTION TO IMPROVE INSTRUCTIONAL TECHNIQUES. A FOLLOW-UP STUDY OF THE CONFERENCE IS INCLUDED, AS IS A STATEMENT OF THE FOLLOW-UP ACTIVITIES OF EACH STATE INVOLVED. (MS)

ED016388

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FINAL REPORT

TRI-STATE REGIONAL LEADERSHIP PLANNING CONFERENCE

For the

Dissemination of Information About the More Effective Uses
of the New Educational Media

Sponsored by

National Education Association

Joint Project of

Division of Audio-Visual Instructional Service

and

Association for Supervision and Curriculum Development

The United States Office of Education has contracted with the National Education Association for this Conference under provisions of Part B, Title VII of the National Defense Education Act.

EM 005 635

TRI-STATE CONFERENCE

The TRI-STATE LEADERSHIP PLANNING CONFERENCE was held in Nashville, Tennessee, August 10-12, 1959, at the State Library and Archives Building. A copy of the program and a list of the participants are included in this report. The Conference Summary prepared by Dr. Curtis P. Ramsey, Associate Director, Division of Surveys and Field Services, George Peabody College for Teachers is also included, as is the six months follow-up study of the Conference entitled "Case History of a Conference: Nashville." A statement of the follow-up activities of each state follows.

TRI-STATE LEADERSHIP PLANNING CONFERENCE

To Develop Plans for Disseminating Information About the More Effective Uses of the Newer Educational Media in Tennessee, Kentucky, and West Virginia

State Library and Archives Building
Nashville, Tennessee

August 10, 11, and 12, 1959

A JOINT PROJECT OF:

The Association for Supervision and Curriculum Development, NEA

and

The Division of Audio-Visual Instructional Services, NEA

CONFERENCE COORDINATION:

O. L. Davis, Jr., Associate Secretary, Association for Supervision and Curriculum Development, NEA

Harold E. Wigren, Associate Director, Division of Audio-Visual Instructional Services, NEA

LOCAL ARRANGEMENTS COMMITTEE:

Samuel P. Wiggins, Acting Dean of Instruction, George Peabody College for Teachers, Nashville, Tennessee

Marshall Gunselman, Director, Audio-Visual Center, David Lipscomb College, Nashville, Tennessee

CONFERENCE SUMMARIZER:

Curtis Ramsey, Associate Director, Division of Field Services, George Peabody College for Teachers, Nashville, Tennessee

The U. S. Office of Education has contracted with the National Education Association for this Conference under provisions of Part B, Title VII, of the National Defense Education Act.

TRI-STATE LEADERSHIP PLANNING CONFERENCE

MONDAY, August 10

MORNING

KEYNOTE GENERAL SESSION 8:30 - 12:15 -- State Library Auditorium

Theme: "What Needs to be Disseminated?"

Presiding: R. Lee Thomas, Consultant in Curriculum and Supervision, Division of Instruction, Tennessee Department of Education, Nashville

8:30-9:00 Purposes and Plan of the Conference

C. Walter Stone, Director, Educational Media Branch, Office of Education, United States Department of Health, Education, and Welfare, Washington, D. C.

9:00-10:00 Keynote Address: "Ways of Improving Instruction through the More Effective Use of Materials and Media"

Ernest Tiemann, Director, Bureau of Visual Instruction, University of Texas, Austin

10:00-10:15 Coffee Break

10:15-11:45 Demonstration: "A Cross Media Approach to the Use of Materials and Media at the Primary Level"

Ellen Millman, Gay Primary School, Clayton, Missouri

11:45-12:15 Let's Talk About the Demonstration

LUNCHEON 12:30 PM -- Andrew Jackson Room, Andrew Jackson Hotel

Get-Acquainted Session

Presiding: Pat Wear, Professor of Education, Berea College
Berea, Kentucky

MONDAY, August 10 (Continued)

AFTERNOON

CONCURRENT SESSIONS 2:00 - 6:00 -- Cordell Hull Building

Theme: "Let's Look at Some Creative Uses of Well-Known Materials and Media"

A series of four one-hour sessions illustrating creative uses of various types of teaching materials and media. Seminar participants will be divided into four groups and will follow alternating schedules.

Projected Materials

Room 120

Consultant: Marshall Gunselman, Director, Audio-Visual Center, David Lipscomb College, Nashville, Tennessee

Audio Materials

Room 342

Consultant: Ellen Millman, Gay Primary School, Clayton, Missouri

Non-Projected Materials

Room 340

Consultant: Otis McBride, Director, Audio-Visual Center, Florida State University, Tallahassee

Community Resources

Room 142

Consultant: Ernest Tiemann, Director, Bureau of Visual Instruction, University of Texas, Austin

Group I

2:00-3:00	Projected Materials
3:00-4:00	Community Resources
4:00-5:00	Non-Projected Materials
5:00-6:00	Audio Materials

Group II

2:00-3:00	Audio Materials
3:00-4:00	Projected Materials
4:00-5:00	Community Resources
5:00-6:00	Non-Projected Materials

Group III

2:00-3:00	Non-Projected Materials
3:00-4:00	Audio Materials
4:00-5:00	Projected Materials
5:00-6:00	Community Resources

Group IV

2:00-3:00	Community Resources
3:00-4:00	Non-Projected Materials
4:00-5:00	Audio Materials
5:00-6:00	Projected Materials

EVENING

FREE EVENING

TUESDAY, August 11

MORNING

SECOND GENERAL SESSION 8:30 - 12:30 -- State Library Auditorium

Theme: "Let's Take a Closer Look at Some Newer Educational Media"

Presiding: John T. St. Clair, State Assistant Superintendent of Schools, West Virginia State Department of Education, Division of Instruction and Curriculum, Charleston

8:30-10:00 "Language Laboratories - Materials, Equipment, Techniques"

Consultant: Joseph Hutchinson, Specialist, Secondary-School Foreign Languages, Mathematics, Science, and Foreign Language Section, Office of Education, United States Department of Health, Education, and Welfare, Washington, D. C.

10:00-10:15 Coffee Break

10:15-11:30 "Using Television in the Work of the School"

Consultant: Samuel P. Wiggins, Acting Dean of Instruction, George Peabody College for Teachers, Nashville, Tennessee

11:30-12:30 "Generalizations on Good Utilization Principles and Practices Which Need To Be Disseminated"

(Participants meet in same groups as met on Monday afternoon)

AFTERNOON

THIRD GENERAL SESSION 1:30 - 5:00 -- State Library Auditorium

Theme: "Planning for Dissemination: Assessing Our Needs and Resources"

Presiding: Claude A. Taylor, Assistant Director, Division of Instructional Services, Kentucky State Department of Education, Frankfort

1:30-2:15 Panel Discussion: "Building Facilities and Equipment Needed To Do an Effective Job"

Panelists:

Zephyrin A. Marsh, Minneapolis-Honeywell Regulator Company, Minneapolis, Minnesota

Roy G. Smith, Coordinator, NDEA, Kentucky State Department of Education, Frankfort

R. V. Braham, Principal, Lincoln Junior High School, Charleston, West Virginia

Marvin C. Pratt, Director, Audio-Visual Division, Nashville (Tennessee) City Schools

2:15-2:30 Recess

2:30-3:15 Panel Discussion: "Organizing Our Resources for Effective Use" (County Cooperatives and Materials Centers)

Panelists:

Virginia E. Kelly, Director, Audio-Visual Education, Kanawha County (West Virginia) Schools, Charleston

Ellen Millman, Gay Primary School, Clayton, Missouri

Louise Meredith, Supervisor, Instructional Materials and Libraries, Tennessee State Department of Education, Nashville

Ollie Bissmeyer, Jr., Audio-Visual Services, University of Kentucky, Lexington

3:15-3:30 Coffee Break

3:30-5:00 Let's Look at Ourselves: Defining Our Strengths, Problems, Needs Obstacles

Discussion groups by states

EVENING

FOURTH GENERAL SESSION 7:30 - 9:30 -- State Library Auditorium

Theme: "Planning for Dissemination: How Do We Get the Job Done?"

Presiding: Mrs. Catharine Clark, Teacher, Parkersburg (West Virginia) High School, and President, West Virginia Education Association

7:30-8:15 Presentation: "Interpreting Our Instructional Materials Programs to Various Publics"

Adrian TerLouw, Educational Consultant, Sales Service Division, Eastman Kodak Company, Rochester, New York

8:15-9:15 Group Discussions: (By states) "Whom Do We Need To Reach? What Are the Appropriate Leadership Channels in Our State?"

9:15-9:30 Feed-Back Session (Panel of Recorders)

WEDNESDAY, August 12

MORNING

FIFTH GENERAL SESSION 8:30 - 12:00 State Library Auditorium

Theme: "Identifying Next Steps and Establishing Guidelines for Action"

Presiding: Mrs. Wanda Wheeler Johnston, Supervisor, Audio-Visual Education, Knoxville (Tennessee) City Schools

8:30-9:15 Brainstorming Session: "Where Do We Go From Here?" (Identifying Some Ways the Job of Dissemination Might Be Done)

9:15-12:00 Planning Next Steps: Discussion Groups by States

Developing Plan of Action for Each State

1. What Are Our Long-Term and Short-Term Goals for Dissemination in Our States?
2. How Can We Overcome Our Limitations and Obstacles?
3. What Services Might Be Created and/or Provided Which Do Not Now Exist?
4. How Do We Get Started? What's the First Thing We Do When We Get Home?

AFTERNOON

CLOSING GENERAL SESSION 1:00 - 5:00 -- State Library Auditorium

Theme: Refining State Plans; Evaluation of Conference

Presiding: Eston Feaster, Dean, College of Education, West Virginia University, Morgantown

1:00-2:30 Panel interviews with recorders from states, reporting and discussing plans

2:30-3:30 Revision of reports on basis of discussion (An opportunity for state groups to reconvene to finalize their plans)

3:30-4:50 Evaluation of the Conference

1. Summary report from conference coordinators and summarizer
2. Recommendations to NEA and USOE for future regional conferences

4:50-5:00 T

REGIONAL LEADERSHIP PLANNING CONFERENCE

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*local arrangements
**conference summarizer
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TRI-STATE LEADERSHIP PLANNING CONFERENCE

To Develop Plans for Disseminating Information About the More Effective Uses of the Newer Educational Media in Tennessee, Kentucky, and West Virginia

CONFERENCE SUMMARY

Forty-six invited participants, consultants, and conference officials converged upon Nashville August 9 - 12, 1959, under the auspices of the National Education Association, in a trial invitational regional planning conference seeking new and more efficient ways "to develop plans for disseminating information about the more effective uses of the newer educational media in Tennessee, Kentucky, and West Virginia." The NEA contracted to conduct this venture for the U. S. Office of Education, under provisions of Title VII, of the National Defense Education Act of 1958.

CONFERENCE PARTICIPANTS Approximating a "blue-ribbon grand jury," the conference was composed of selected individuals in Kentucky, Tennessee, and West Virginia. These conference participants were recognized as outstanding representatives of their colleagues in each state, and most of the conferees occupied positions of strong influence in professional organizations, individual school systems, colleges and universities, or state departments of public education. A balance was achieved between all these elements, and a conscious attempt was made to include persons who could implement plans into specific programs of action in individual states. True "decision makers" were among the conferees. The conference participants reflected, perhaps, a stronger interest in audio-visual instructional techniques and media than the teaching profession at large exhibits.

FLOW OF THE CONFERENCE Several significant factors are related to the ultimate success of the conference. The amount of time given to the conference, three days, was adequate. This amount was neither so long as to be boring, nor so short as to prevent adequate discussion, work, and planning.

There appeared to be a lack of distinction, in the expressions of the participants, between the conference, as such, and the ideas and issues of the conference. This indicated, to the observer, that most of the conferees early began to feel a personal identification with the issues of the meeting.

The purposes of the conference, in advance documents and invitations, had been vague. At first this was thought to have been an error in planning by the conference coordinators. Not so; in retrospect the ambiguity of definition and purpose served to magnify the opportunity for truly creative and cooperative planning. At no time was it possible for the conferees to ask, "What do 'they' want us to do, and plan for?" The indefiniteness of definition allowed each conference (state) group to define its own purposes and refine its own plans within the context of reality in each state.

Each state group had difficulty in deciding whether "what was to be disseminated" was information, or a point-of-view, about uses of newer educational media. The final consensus appeared to be that dissemination was concerned about both aspects of information transmission. Concern was expressed, also, about the term dissemination itself. It was indicated that the term may have connotations too closely associated with either propaganda or with one-way communication.

The conference design provided a kaleidoscopic array of learning experiences related to newer learning media. The consultants chosen for these presentations were outstanding in their ability to communicate new information about newer media, and to demonstrate the applications of these media to instruction. Their instruction, about instructional media, was highly instructive!

One regret concerned the very slight research orientation which most of the presentations indicated. While there was one presentation which reported on research into educational television, most of the consultants did not indicate the degree of research validated practice upon which they depended. This was especially disconcerting when one method or another was advocated as "best" procedure without any research documentation. Also, too few consultants, (when discussing instructional programs within their knowledge which utilized newer instructional media) indicated a concern over implications for further, or even needed research relative to the instructional efficiency of these newer media.

Another remark needs to be made about the caliber of the consultants and the conferees. In one panel discussion, the participation from the floor was just as spirited and qualified as that from the panel. This was just one more indication of the quality of those chosen to serve, and those chosen to attend the conference.

WORK OF THE CONFERENCE The conference, on the surface, presented a paradox in planning. This was a meeting for planning, yet the first day and more was devoted to planned presentations. This was a conference about dissemination, yet dissemination was ill-defined. Plans were to evolve from the meeting, yet purposes and procedures were not discussed.

The result of these seeming paradoxes was a calculated effect. Tension, impatience, and frustration began to mount. By mid-afternoon of the second day these frustrations had reached a critical point. Only then were the participants organized into state groups to define their strengths, problems, needs, and obstacles. (Pointedly, none of these terms had been definied either.)

In moving from a program with great structure and tight organization (both in regards to content and time) to a program without detailed agenda and structure some initial confusion arose and frustrations were further highlighted. This protracted plan (almost a stroke of genius) produced high motivation, rich and varied interpretation of such terms as problems, obstacles, etc., and brilliant creative effort and planning.

Three things were obvious about this conference to distinguish it from other educational conferences. These differences were: (1) extremely high quality of leadership, consultants, and conferees; (2) very creative planning and production in the conference; and (3) deep personal involvement of individuals in the work of the conference, and in their personal commitments for actions subsequent to the conference. The implementation phase is that element most frequently neglected in conference planning, and hence marks most conferences for failure from the beginning.

CONFERENCE EVALUATION It is difficult to evaluate a conference, particularly one which has not ended. The conclusion of this conference is not yet. The work of the conference produced plans as yet unimplemented.

Evaluation forms on the conference were distributed to all participants on the final afternoon. Twenty-five questionnaires were completed, returned, and used in the preparation of this report. Separate unstructured reports were obtained from two of the three state group leaders or recorders. The conference summarizer sought informal personal evaluations from conference participants on selected phases of the conference throughout the three days. All evaluation procedures, and their results, have been incorporated into this report.

The title and purpose of the conference suggest at least three purposes which must be tested in evaluation. In a TRI-STATE LEADERSHIP PLANNING CONFERENCE, we would want to know: (1) was the composition of the conference actually "tri-state," (2) did it include state leadership, and (3) was planning accomplished for the dissemination of information about the more effective uses of the newer educational media?

Regional Participation. Fifteen conferees were invited from each of the three states. Fifteen attended from Tennessee. Ten participants arrived from West Virginia. Kentucky representatives numbered nine. (The KEA leadership workshop dates conflicted with this conference.) Conference leaders and consultants came from six different states and the District of Columbia.

Leadership Participation. A survey of the conference membership list indicates that the presidents of two of the three states' classroom teachers associationswere in attendance. Two state departments of public instruction were represented, while there were many county and city supervisors, teachers, and administrators participating in the conference. Many of the conferees attending typified dual representation; i.e., an outstanding school administrator might also be a strong leader in professional associations which would have an interest in implementation phases of dissemination plans.

Conference Results in Planning. The true test of the success or failure of the conference would be in the amount and quality of planning within each state group, and the subsequent results "in action" of these plans. The preliminary plan of each group, as distributed at the close of the conference follows:

KENTUCKY

The Kentucky group feels that its long-range goals for the dissemination of information are as follows:

1. To improve instruction for the children of Kentucky through a better understanding of communication, the different communication media and their relationship to a quality educational program.

2. To provide improved and equal educational opportunities for children of Kentucky.

3. To reach and to involve all levels of educational leadership in Kentucky for the improvement of instruction.

4. To aid in a wise and appropriate use of all the opportunities for improving the total program of instruction in Kentucky through the provisions of NDEA.

In order to get started we propose that a state-wide pilot conference similar to this meeting be conducted. The two state department of education members, Messers. Taylor and Smith of our Kentucky group will bring this recommendation to the attention of our CHIEF STATE SCHOOL OFFICER for his approval and promotion. It is hoped that a steering committee made up of the Kentucky members of this conference and representatives of other state-wide professional groups, e.g. KEA, Classroom Teachers, Superintendents, ASCD, School Board Association, etc. be first established. Detailed plans will then be developed.

In order to make this conference most meaningful we will need the services of approximately four consultants outstanding in the field of instructional materials. Some financial assistance may be necessary for the full implementation of this conference.

It is believed that approximately fifty or sixty participants might be involved. As a result of this pilot conference at state level, it is our hope that further regional and local conferences and/or workshops will develop.

TENNESSEE

Goals

a. Commission for improvement of instruction through more effective use of instructional resources--the participants of this conference to constitute the nucleus, with an executive committee to promote the plan of action developed at this conference. Meeting scheduled in Nashville, October 22, 1959.

b. State and regional workshops similar to this conference in purpose.

c. Promotion of state-wide radio and TV networks.

d. Establishment of regional materials centers for production, demonstration, and distribution of materials and services.

Getting Started

a. Commission formation
   Steering committee
   Expansion of commission

b. Planning and conducting workshops

c. Cooperate with the State Department of Education in preparation of a project under Title VII, Sect. B of the NDEA to provide personnel and resources for dissemination of information concerning the more effective use of instructional resources.

Groups to Be Involved

Public school representatives from East, Middle, and West Tennessee TEA, TEC, State Department of Education (Instruction and Schoolhouse planning divisions), state and private colleges, U.T., AVA, TLA, ASCD, TCPT, TSBA, Study Councils (Superintendents, Supervisors, Principals).

Responsibility

Commission
  Executive Committee

Organizational leaders

Services Needed

Consultants for state and regional workshops

Resource materials

More trained personnel to direct in-service and pre-service education of teachers

Consultants on college campuses to get college teachers to incorporate modern teaching materials in their college teaching

Specialists in the audio-visual area to furnish state-wide leadership--these to be located at U.T., Peabody, and the State Department of Education.

WEST VIRGINIA

This report is based upon "field notes" which have not been edited for clearness of statement or overlapping of content:

1. An attempt will be made to relate the concepts developed in this conference to:

    a. The re-study of teacher education programs now being planned;

    b. In-Service Programs in Mathematics, Science and Modern Foreign Languages now in the planning stage at State Level;

    c. The School Improvement Program which is now functioning with emphasis on Curriculum and Learning. Some of the ways in which this will be done are:

        (1) At the State Leadership Conference of the Classroom Teachers Association. Demonstrations as to how inexpensive materials (as well as the more costly types of equipment) may be used will be given by selected classroom teachers, with such help as may be available from specialists in the field.

        (2) Through our seven (7) established area study groups ways in which materials and resources discussed at the meeting may be used to improve opportunities for learning.

        This will involve State Department of Education Leadership in cooperation with: Superintendents; Elementary Principals; Secondary Principals; Supervisors; Classroom Teachers; Boards of Education--and State Colleges and the University

2. The West Virginia Education Association and its affiliated groups (CTA; Higher Education; Elementary and Secondary Principals, Superintendents) will in their programs through the next few months place special emphasis on making certain that ideas developed at this conference are properly emphasized.

3. Attempts will be made, through proper channels to involve: American Association of University Women; Special Subject Matter Groups in the Schools; State Congress of Parents and Teachers; State School Boards Association; State Association of Architects; Farm Women's Organization.

4. Consideration toward the organization of a Workshop for Teachers at West Virginia University during the summer of 1960.

5. A series of articles in the official publication of the West Virginia Schools Boards Association.

6. Revitalize our State Audio-Visual Organization--secure membership from each county, with emphasis on the selection of a key person to clear information.

7. Hold early in the Spring of 1960 a meeting of the group in attendance at this conference--to evaluate how well we have achieved established goals.

8. Request NEA representatives and U. S. Office of Education to help establish some means through which the "resources of the three-state area" may be shared.

9. Encourage the establishment of "pilot type programs" within counties --or on a cooperative basis among counties.

10. Attempt to involve key members of the Legislature--as active participants in state and area studies listed above.

11. Review the recommendations of the "Feaster Report" (results of a state-wide testing program) to determine how the public interest created by this report may be used to obtain financial support.

SUMMARY As each state group surveyed its strengths, needs, obstacles, limitations, and problems, the fact became apparent that the task of dissemination of information about the more effective uses of the newer educational media was of broad concern to many more people than just those self-styled "audio-visual" experts within the states. The composition of this trial conference leaned heavily upon such experts. The curriculum of the schools, however, concerns many more talented people than these alone.

The central task facing educators is the improvement of the quality of instruction of children. Insofar as the goals of curriculum people in general match those of audio-visual experts, then common programs and plans of attack are possible. If, on the other hand, general curriculum specialists consider that the efforts of this particular conference are designed to advance the "vested interests" of audio-visual specialists, then cooperation and success in curriculum improvement are very doubtful indeed. The limitations imposed by NDEA 1958, and the Title provisions under which this conference was held must be recognized, however. Even so, participants of this trial conference realized that the implementation of their plans, and the achievement of their goals, must be in harmony with and in cooperation with, curriculum generalists rather than with other audio-visual specialists alone. The improvement of the quality of instruction requires a broad-gauge approach.

FURTHER RECOMMENDATIONS Evaluation of the true effectiveness of this trial conference will require additional study of the results of state plans.

1. At some subsequent time, perhaps in six months, and again one year from the time of the trial conference, a project should be undertaken to review state plans, the specific persons and organizations identified, and to assess the interim results.

2. A precise study should be made of the subsequent contributions made by conference participants (relative to the state plans) to determine if the composition of the conference was optimum, and/or to identify those persons omitted who occupy key positions to influence the success or failure of state group plans.

3. Cooperative arrangements should be sought with special subject matter organizations to advance the dissemination of information about newer educational media, and the uses of these media within the context of these specific subject matter areas.

4. Broad-gauge curriculum improvement requires that additional attention be paid to more effective utilization of "older" educational media. Ways should be sought to combine the use of newer and older media for better instruction.

5. Pre-service preparation of teachers for more effective utilization of newer media was a topic barely uncovered in the conference. Ways should be sought to work through and with the associations largely

responsible for teacher training to develop in neophyte teachers the concepts of more effective utilization of the newer educational media.

6. College professors, themselves, are not without the need for improvement in instructional techniques. The possibility should be explored for developing a travelling demonstration, exhibit, or workshop specifically designed to show college professors the implications for utilization of newer educational media in their own instructional processes.

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CASE HISTORY OF A CONFERENCE: NASHVILLE

In August of 1959, a pilot conference was held in Nashville, Tennessee involving educational leaders from three southern states. Carefully selected, these invited participants had been chosen to represent both best opinion and the educational power structure of each of the states. Under a contract between the U. S. Office of Education and the Department of Audio-Visual Instruction and the Association for Supervision and Curriculum Development of the National Educational Association, the conference was organized as a "Tri-State Regional Leadership Planning Conference." It was the purpose of this conference "to develop plans for disseminating information about the more effective uses of the newer educational media in Tennessee, Kentucky, and West Virginia."

PURPOSE OF THE STUDY

Purposes, activities, and immediate results of the conference have been more fully described elsewhere.[1] But since this was a pioneer effort through new dissemination dimensions, a more exhaustive evaluation, a more critical analysis of content, processes, procedures, and ultimate results, seemed called for. This report comprises a follow-up study of conference results within each of the three states represented, summarizes participant opionions regarding the effectiveness of the conference, and suggests some possible implications for future conferences and/or further dissemination activities within the region.

Tremendous effort has been expended in the planning and execution of educational and other professional conferences. The conference technique, improving understanding of newer educational media within a broad geographic region, is a rather untried dissemination procedure. How effective is an invitational conference, where the full expenses of participation are borne by the host agent? What are the variables to be evaluated? What indices of change may be utilized? More questions could be raised than could be answered. More opinions than facts were discovered.

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[1] Tri-State Leadership Planning Conference "Conference Summary"

Under the provisions of the National Defense Educational Act, 1958, Title VII-B, such dissemination activities are authorized. And yet, there is little evidence to indicate that conferences, as a formal educational procedure, have been evaluated effectively. Even so, such evaluation attempts seem necessary. There is a desperate need for more precide and objective measurements of the effects and results of such conference participation.

As a pilot effort, there was ample opportunity tc measure the field effect of such an activity, when no comparable activity had even been known before. The impact of such a federally-sponsored activity was new; its effects unknown. It was the purpose of this study to assess all aspects related to these concerns. There was no base point for beginning; the study stands in isolation, with no ancestoral security. There is, perhaps, the promise of prolific progeny.

QUESTIONS MERITING ATTENTION In the evaluation of a process as gross as a three-day conference, there are many sub-problems which must be considered, and many specific hypotheses which must be tested. Data were gathered which tend to shed light on the following questions:

1. What effect was reported by conference participants upon their individual attitudes regarding newer educational media and their utilization?

2. Described from a personal point of view, what was the effect on education within each state which can be attributed to conference influences?

3. What activities related to conference impetus did individual participants engage in? Is there a relationship between attitudes reported in #1, and actual activities reported in #3?

4. What specific activities within the state occurred because of the impetus of the Nashville conference? Is there a relationship between answers in #2, and actual activities in #4?

5. What is the comparison between actual activities reported in #4, and state plans prepared in Nashville during the conference?

6. What was the response of conference participants to the planning and execution of the conference?

7. What relationship exists between complimentary and non-complimentary conference evaluation by participants, and their responses to questionnaire?

8. Is there any significance attached to non-response to the conference evaluation procedures?

9. Are there any significant differences between results in individual states, and if so, can these differences be related to any factors over which the conference planning had any control?

10. Are there any significant differences between those invited participants and the names suggested by individual participants as being important persons to consider when planning such a conference? Is there any relationship between the composition of state delegations, and the degree of effectiveness noted in an analysis of questionnaire items?

STATEMENTS OF ASSUMPTION

In a broad and general research design of this sort, several basic generalizations and assumptions must be made before any actual data gathering can begin. Conclusions and implications drawn from such data must be weighed against these original assumptions, and implications restrained within the limits of these assumptions.

Several such assumptions were necessary, both in the original design and planning for execution of the conference, and in the evaluation of the effectiveness of the conference. Among these assumptions, the following seem most important and germane to conference evaluation:

1. The participants invited to the conference either had a professional or personal interest in the subject of newer educational media, i. e., the conferees had a high degree of personal committment to the advancement of the "cause" of audio-visual education concepts.

2. The true leadership structure of each state was present, or adequately represented, at the conference. (This assumption is essential in analyzing the actual results within each state subsequent to the conference.)

3. The conference was of such duration and quality as to have made some definite impact upon each participant.

4. Personal responses, where required from participants, were honest, complete, and representative.

SCOPE OF STUDY AND DELIMITATIONS

Evaluation of the conference was confined to those actual invited participants who attended. Partial attenders, or consultants--even though from the same region as the conferees--were not included in the tabulations. Preliminary evaluations of the conference by conference coordinators and planners, or subsequent conference summaries by conference leaders or summarizer, have not been included in this present evaluation, except as these materials are used to compare initial impressions with more critical evaluations, or as a base to compare original state plans with final reported activities within each state.

Analysis of state activities was confined to that data reported by individual conference participants. Supplementary or amplified information available to the conference evaluator was not considered to be data within the scope of this evaluation. In addition, activities and plans of activities which were primarily regional in scope, or which eventuated as a result of associational or organizational activity primarily unrelated to the conference and its influence within individual states, were not considered.

Reports of activities and influences were sought approximately six to eight months following the Nashville conference. Consequently, activities to occur at some distantly future time, or only anticipatory in nature, have not been considered valid data. Activities and influences directly related, or claimed to be related, to the impetus of the Nashville conference have been included in data tabulation when their occurrence was within a twelve-month period of the original conference.

RESEARCH PROCEDURES

The original, informal evaluation of the immediate effects of the conference was conducted by the conference summarizer.[2] The conference summary contained, in some detail, an evaluation of many facets of conference management; and consequently, this evaluation has not been repeated nor is it reported in the present document. The conference summary, however, provides a base point for many tabulations. Tentative state plans, for instance, are included in the original conference summary, and serve as a point of departure for one phase of the present conference evaluation. (The original summary is included as Appendix A of this report.)

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[2] Tri-State Leadership Planning Conference "Conference Summary"

Six months after the conference questionnaires were mailed to each of the conference participants, together with appropriate cover letters and return envelopes. Seven months following the conference, follow-up letters, together with a duplicate set of questionnaires and return envelopes were sent to those conference participants who had not yet responded to the original request. (The questionnaire set, together with cover letters, is included in this report as Appendix B.)

The questionnaire set contains four separate instruments, all of which were developed subsequent to the Nashville conference. Hence, no pre- and post- measurements are possible. (The basic instruments were constructed for the second of the regional conferences in this contract, and were based, in part, upon experiences encountered in the original subjective evaluation and summary of the Nashville conference.)

The first instrument, RLPC# 1-1, contained nine open-ended questions to which individual qualitative answers were sought for opinion regarding the effectiveness, strengths, weaknesses, and design of the Nashville conference. Even though the responses were individual, some qualitative and quantiative treatments were possible, and they will be discussed in some detail subsequently.

The second device, RLPC# 1-2, consisted of a list of ten key terms related to the purposes of the Nashville dissemination conference. Participants were instructed to develop, or respond with, their own definitions. From another study, it has been possible to dichotomize these definitions, and to determine a degree of sympathy with or hostility toward certain audio-visual educational concepts. Certain measures of central tendency were possible in this descriptive phase of the study, although no comparative data are available, since validation of an attitude scale related to these definitions is in its initial phases.

An experimental device, RLPC #1-4 was the third instrument devised for conference evaluation. In parallel forms, this instrument anticipated the measurement of attitudes toward the conferee's work before and after exposure to the possible influences of the conference. Again, since this device was developed for the Phoenix conference, it was not available previous to or during the Nashville conference, and was administered in the Nashville follow-up study only. Descriptive data only, therefore, are possible on the Nashville population.

The most fruitful instrument, from a research point of view, was the fourth device, RLPC #1-5/6, designed to measure attitudes regarding newer educational media. Since this particular instrument is in the pilot stage of refinement for use as an attitude scale, the most that can be expected of it in this study is as a status report of "presumed" attitudes in harmony with or in opposition to the uses of newer educational media. (This conference population serves as a preliminary validation sample for the development of the attitude scale.)

Of urgent concern to conference planners is the question of implications, impact, and results of such a conference. Comparisons were made between the plans ennunciated during the "states-at-work" sessions of the Nashville conference, and the plans and activities actually reported six months later. Where pertinent, observations and evaluations were made regarding possible state differences, and correlations were made between effective state work groups, and solicited lists of "four most important people to consider, when advocating curriculum change in" certain states. If "the proof of the pudding is in the eating", then the true effectiveness of the conference may be measured by the degree of similarity between projected plans and subsequent actual events within the three states.

MAJOR FINDINGS

It is difficult to assign precise values to any responses of a questionnaire survey, hence all finds and implications must be weighed against the basic assumptions of this research. In most instances, the conference participants made full and amplified statements in response to the questionnaire items, consequently, responses could be evaluated on a qualitative basis as well as a numerical analysis.

The Nature of Response-Non-response. All in all, questionnaires were mailed out to 32 conference participants in the three states. Returns were tabulated from 29 conferees. The questionnaire return, therefore, was 90.6 per cent of the possible response. The variation from state to state was slight: Kentucky, 88.9 per cent returned, Tennessee, 92.3 per cent answered, and West Virginia, 90.0 per cent questionnaires submitted. There was one non-responder in each of the three state groups. An obtained chi-square of .07897 indicates that there is no significant difference between the state groups regarding non-response. It may be presumed that no selective bias due to non-response enters into the calculations, hence findings and implications can be considered representative for the entire groups of state participants at the .99 level of confidence.

IMPETUS FOR CHANGE WITHIN STATES

A question of paramount concern relates to the degree of change reflected by individuals in their responses, and the degree to which these responses are complimentary with state plans and activities. Several questions in the evaluation forms were designed to elicit this information.

Personal Effect. In a composite analysis of responses, conference participants indicated "an increased awareness of potentialities of the new media, greater appreciation of them, stimulated interest in new media, or broadened outlook concerning their utility," to the rate of 66.5 per cent. Some 17.2 per cent of the respondents reported that they had "gained increased knowledge of the newer media." While 13.8 per cent reported their own personal change to be "none to slight effect", an additional 10.3 per cent reponded that they had developed an "increased consciousness of the value of newer educational media."

The personal effect reported varied considerably from state group to state group. The only item which stands out significantly is that one related to little or no change in attitude. In the Kentucky delegation, 25 per cent reported slight or no change, while 16.7 per cent of the Tennessee group so reported. At this point, it is impossible to denote whether this slight change was reported by individuals already thoroughly embued with understanding of the newer media, or whether this lack of change existed in people far removed from the audio-visual field.

State Effect. In a conference composed of presumed recognized educational leaders from the various states, it would be difficult to separate effects reported personally, and effects reported for the state as a whole. Even so, participants were asked to report on effects on education in their state which could be traced directly to the impetus of the regional dissemination conference.

All participants answered this question, and hence the response can be analyzed quite closely.

Fifty per cent of the Kentucky delegation reported little or slight effect on education in their state at the time of responding. (The preliminary plans of the Kentucky group, as indicated in Appendix A, were concerned primarily with basic objectives, and contained few specific plans and procedures to be followed. The one clear-cut proposal, to conduct a state-wide pilot conference similar to the Nashville conference, was reported as an accomplished plan for the Summer, 1960 at Kentucky University.)

A composite analysis of all three states reveals that 34.5 per cent of the participants reported that state, county, or local new media conferences either had been held or were planned for the Summer, 1960. Expanded attention and encouragement for the use of newer educational media were reported by 24.1 per cent of the conferees, while 20.7 per cent indicated little or no change in their state. The remaining percentage was spread among several miscellaneous activities. These will be reported at length in a later section.

Apparently, one early effort in all states was a plan to duplicate the focus of the Nashville conference within a state context, or even a smaller regional approach, as Tennessee reported for the three divisions of the state. Better informed leadership at the state department of public instruction was mentioned in all states as a direct effect of the conference. Suggestions for expanded staff (devoted to advancement of newer educational media usage) at the state level were contained in all three reports.

One notable new effort was the establishment of the Tennessee delegation to the Nashville conference as an advisory committee to the state department on uses and expanded uses of instructional media. A common effort and concern of all three state groups centered on the need for the appointment of a state director for newer educational media, or a state-wide consultant for audio-visual education. Apparently, the establishment of such a position would do much to advance the concepts of expanded usage of newer educational instructional media.

Personal Activities. One of the surest ways to cross-check against stated opinions, is to ask for specific activities to substantiate a point of view expressed. One section of the questionnaire sought to get an independent measure of actual personal involvement as represented by actual reported activities. Interpretations of such cross-measures, however, must be tempered by the realization that what one aspires to do may be different from what one can control over doing. However, a state-by-state analysis is possible of personal activities, with some comparisons to previously stated opinions about personal effect and state activities.

Reporting quantitatively, 75 per cent of the Kentucky participants reported personal activities related to the purposes of the Nashville conference. West Virginia conferees, on the other hand, reported 100 per cent involvement in personal activities related to the conference focus! Some 61.5 per cent of the Tennessee participants indicated personal activities of a dissemination nature in the academic year following the Nashville conference.

A quantitative analysis, however, tells only a portion of the story. When the average number of activities per respondent is reported, the story becomes more complex. Of those reporting, Kentucky participants named 2½ activities per individual; West Virginia indicated 2 1/3 activities per participant; and, Tennessee reported 2 1/4 personal endeavors per conferee. The qualitative range and delpth of these reported activities it would be almost impossible to evaluate. One reported as significant activities a discussion in a teachers' lounge, while another reported of detailed responsibility for a state-wide pilot conference. Who can say which may prove to be more effective? Several participants reported of activities in professional organizations whose direct relationship to newer instructional media might have been considered to be tenuous. Work was reported with such organizations as Modern Foreign Language Association, American Association of Teachers of French, National Conference on Rural Education, state classroom teachers' associations, guidance associations, curriculum forums and study councils. How can the ramifications and multiplications of enthusiasm and interest possibly be measured from one single such activity? The same general activity reported by separate individuals may not have the same degree of impact. While no precise numerical quantity can be assigned, the higher an individual participant may be in the educational heirarchy within the state, the greater his degree of influence in the state may be.

One composite analysis was made of the reported personal activities. In all three states, 31.6 per cent of the personal activities included writing for publication, and speaking or demonstrating before groups the new point of view regarding instructional media. More complex relationships reported (44.8 per cent) were those related to planning, leading, teaching, and attending cooperative projects which had as their focus the dissemination of information about newer educational media. The remaining percentages were fractionated among several miscellaneous activities. The variety and depth of personal activities was impressive.

ACTIVITIES OF STATE-WIDE SCOPE AND SIGNIFICANCE

Since individuals alone can act, it is not possible to completely separate activities reported by individuals, and those activities reported of state-wide scope. It is possible, however, to compare those reported activities and projected events against the preliminary state plans forged out by the state groups during their work together at the Nashville conference.

Kentucky. The plan projected by the Kentucky work group consisted primarily of general objectives.[3] One specific short-range objective was listed, however, which has been consumated. The Kentuckians suggested a state-wide conference similar to the Nashville conference. This conference was held during the first week in August, 1960. In addition, it was reported that an A-V Supervisor has been added to the staff of the state Department of Education. (While such a move may long have been desired, the impetus and emphasis on newer educational media--through N.D.E.A., and the Nashville conference--probably played a major role in the action at this time.) At any rate, such a move was not a part of the projected state plan one year ago.)

The Kentucky group, therefore, has been able in one year to accomplish the one specific goal that they had listed in their plan. Additionally, they were able to secure the state supervisory position for newer instructional media, and to report that "professional groups that have not previously worked together are cooperating in planning" for expanded utilization of newer educational media.

Tennessee. Members of the Tennessee group projected four major goals[4] during their work sessions at Nashville. These were: (1) Establishment of the group as the nucleus of an advisory commission to the State Department of Public Instruction; (2) State and regional workshops similar in content and purpose to the Nashville conference; (3) Promotion of state-wide ratio and TV networks;

(4)

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[3] See Appendix A

[4] See Appendix A

(4) Establishment of regional materials centers.

In the ensuing year, the Tennessee group was able to hold three regional audio-visual dissemination conferences--one in each of the major divisions of the state. The advisory committee was established. Educational television facilities had existed in the eastern and western portions of the state. During the early Summer, 1960, it was announced that educational television would be firmly established in middle Tennessee. So if a state-wide network for educational television has not been created, at least its basic foundations have been established.

Three of the four major goals, then, have either been realized or are about to be. Additionally, four other major developments were reported by conferees as having received their impetus from the Nashville conferences: (1) Establishment of extension courses in audio-visual education to disseminate information and provide in-service development for teachers regarding newer educational media; (2) Formation of regional groupings of school systems and ETC producers to foster the development of educational television on a regional basis; (3) Development of increased cooperation between separate professional organizations for the advancement of audio-visual education concepts---i.e., formation of joint study councils, program allocations for dissemination projects and demonstrations, inclusion of articles and reports in various professional journals; (4) Provision for local follow-up workshops within specific school systems along the lines of state and regional dissemination conferences.

West Virginia. The plans[5] of the delegation from West Virginia were very ambitious during the Nashville work sessions. This group prepared a list of 10 projects or major goals. Some of these plans were short-range in their implications, and others were more abstractly stated.

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[5] See Appendix A

Under such circumstances, an observer would expect something less than the rather complete success reported by Kentuckians and Tennesseans. The participants reported success in the following areas: (1) Special emphasis through related professional organizations to advance the cause of newer educational media; (2) Special attempts to involve other organizations not so closely tied to curriculum considerations; and (3) Provision for a state-wide workshop parallel to the Nashville conference in scope and emphasis.

Additionally, West Virginians reported expanded interest in the appointment of an A-V Director (Supervisor?) for the state, and the development of workshops within certain counties for the dissemination of information about newer instructional media.

PROJECTED PERSONAL PLANS AND ACTIVITIES

Findings have been reported regarding individual opinions related to the effect of the Nashville conference, and comparisons made between plans projected at Nashville and later consumated within the individual states. Attention needs now to turn to the relationship between enthusiasm regarding the conference, the degree of opinion change admitted, and then the degree of projection of personal plans to incorporate this revised attitude toward the utilization of newer educational media.

Quantitatively, there are some differences between the degree of personal plans reported by individuals within specific states. West Virginians and Tennesseans both achieved 100 per cent levels, in that each respondent listed one or more specific plans for personal implementation of the emphasis of the Nashville conference. From among the Kentucky conferees, 62.5 per cent enumerated definite personal plans for dissemination activities.

Question 09 on the questionnaire requested an enumeration of group plans for dissemination activities, as a cross-check against report of changes within states as requested in Item 07. No substantial differences were noted between the two listings.

Speaking in a qualitative vein, two distinct kinds of personal plans were reported. One, respondents suggested ways in which they personally planned to improve their own presentation techniques through visualization, and increased interest in and effort to study the newer media to keep personally informed. These remarks were considered to have a more direct personal relationship to the individual respondent.

Second, many personal plans indicated a more wide-spread personal commitment to dissemination activities than had previously existed. Such suggestions were generally an expansion and enrichment of present responsibilities in such a way as to incorporate a broader approach to and utilization of new educational media personally, and the encouragement of those over whom the respondent had administrative or supervisory responsibility for in-service growth and development. A few respondents (too few) mentioned implications for pre-service teacher education.

Conference satisfaction and personal plans. An analysis was made between the number of negative or critical responses made regarding the conference, and the number of personal plans enumerated for dissemination activities. The Kentucky group (which reported 62.5 per cent of the conferees with personal plans) produced a slight negative correlation (.013) between conference satisfaction and projected personal plans. The other two state groups produced slight positive correlations.

The total number of comments regarding the conference was analyzed. Table

1 shows the number of favorable and unfavorable comments of each state group.

Favorable vs. Unfavorable Comments About Conference

Table 1

State	Favorable	Unfavorable	Totals
Kentucky	14	14	28
Tennessee	19	11	30
West Virginia	17	5	22
	50	30	80

A chi-square test of significance indicates that the differences between state groups are significant at the .01 level. These three threads merge into the same general pattern regarding the effectiveness of the Kentucky group and its planning and execution of these plans, i. e., the most highly critical of the conference, a low percentage of individuals with personal plans, and the least number of specific state-wide plans consumated.

Participant Type and Personal Plans. Positive and negative comments regarding the conference were counted on an equal basis; no weighting of the responses was attempted. However, it should be recorded that the responses were not in fact equal. The most laudatory responses came from curriculum and supervisory workers who, perhaps, were receiving their first "concentrated dose" of the audio-visual education point of view. Responses from these persons were highly enthusiastic.

On the other hand, professional workers with direct and full time audio-visual experience made comments judged to be most caustic, cynical, or degoratory regarding conference content, design, and procedure! These persons also reported the least change in attitude, and least new personal plans for dissemination activities. Such evaluations, however, must bear in mind that most of these professional audio-visual workers were already strongly committed to the advancement of newer educational media, and had many activities and plans in this regard. Their enthusiasm, however, and the relative degree of their change in attitude, is markedly inferior to that reported by workers in higher education and curriculum workers and supervisors in public school education.

PARTICIPANT EVALUATION OF CONFERENCE

Almost every comment elicited from conference participants bears some relation to the evaluation process for the Nashville conference. However, for the purposes of this section, only those items in the questionnaire which were directed specifically toward participant reaction to factors of conference design, execution, and process have been considered. Items 10 and 11 were open-ended, and designed to elicit a range of opinion and a range of topics which could not have been achieved with forced-choice type questions. Such responses are more difficult to tabulate and quantify, however.

Weaknesses. Item 11 requested participants to enumerate specific weaknesses of the Nashville conference. A significant percentage, 31 per cent, chose to leave this item blank, or indicated that they found no weaknesses worth reporting. The analysis, then, is concerned with the remaining 69 per cent.

Responses seemed to fall into four general categories, and the range and variety was such that no quantification or tests of significance seemed possible. Mentioned most prominently, 34.5 per cent of the responses, was the factor of inadequate time. Such responses as, "Not enough time!", "I felt rushed constantly", "We wanted to do more than we had time for", and "The schedule was compressed far too much for the importance of the meeting and the materials presented", indicate not so much a complete indictment of conference planning as they do the high degree of personal involvement participants felt, and the amount of work and planning that they wanted to do.

A more pithy criticism, reported by 17.2 per cent of the participants, concerned the focus on media not so new. In this category were such responses as, "I was keenly disappointed that there was no discussion of teaching machines", "Not enough time devoted to practical demonstration of language laboratories", or, "I expected to hear and experience more directly related to educational radio and television".

A third category, equal in percentage to the previous one, reflected primarily personal complaints. Prominently mentioned were such remarks as, "The pace was too fast", "I had no personal time", "Meeting rooms were too far from the hotel", or "Arrangements for eating were poor and too rushed".

The fourth group of complaints concerned the nature of the title of the conference. Some 10.3 per cent of the remarks indicated that the title was either inappropriate, misleading, or ambiguous. These respondents indicated that they had no clear-cut understanding of the purpose of the conference when they accepted, and when they arrived felt that the conference was devoted to hidden purposes not honestly stated.

Strengths. Many more strengths than weaknesses were listed by the conference participants. In addition, more of the conferees completed the item, 10, which asked for an enumeration of strengths of the conference, than completed item 11 related to weaknesses. In comparison, 77.8 per cent of the participants reported strengths, while 69 per cent reported weaknesses.

"Strength" responses grouped themselves into three categories, relating to program, leadership, and physical aspects of the conference. By far the heaviest emphasis was placed upon positive factors related to the program. Approximately 59 per cent of the responses concerned such program aspects as, competent consultants and resource people, wide range of topics and media, program balance, and great practicality of media demonstrations.

Conference leadership drew a strong share of the "strength" responses. Approximately 27.6 per cent of the responses approved the quality of conference planning and organization, pace and execution of the complex design involving so many consultants and media, and the personal stimulation and challenge provided by conference planners and coordinators.

Better than 13 per cent of the "strength" responses indicated approval of physical environment, judicious use of materials and media, availability of all types of equipment, comfortable aspects of the conference environment, and the degree of isolation which allowed for creative endeavor.

In summation of participant evaluation, then, although many comments were critical and justified, many more comments were enthusiastic and even laudatory. Non-audio-visual specialists seemed more enthusiastic regarding the conference than did practicing audio-visual education authorities.

Composition of State Groups. Multiple criteria were necessary by the conference coordinators in the planning of the conference, and in determining which persons should be invited to participate. To complicate matters, those first invited (for whatever criteria) did not invariably accept, and those who accepted did not always attend. In some cases, alternates chosen by the invited individual attended with little or no advance warning to the conference coordinators.

In spite of these difficulties, an attempt has been made to measure the degree to which conference participants believed their group to be representative and effective, and to measure, sociometrically, whether the groups were so constituted as to be able to implement and foster curriculum change. The specific Item 12, requested participants to name "the four most important people to consider when advocating curriculum change" in their states. A basic assumption inherent in this question was that the basic purposes of the dissemination efforts are aimed at curriculum and instructional change or improvement. Furthermore, for such purposes to be realized, the personalities within the states most clearly identified by their peers as central to the educational power structure would need either personally to attend the conference, or clearly be influenced by those who did attend.

Responses to Item 12 give some very specific indications of the persons deemed necessary to consider and cooperate with when advocating curriculum change within the states considered in this study. (If no curriculum change was contemplated by conference planners, or if other considerations and criteria predicated choices of participants, then the following discussion has no validity. In such a case, however, a more clear-cut and limited definition of dissemination activities must be considered.)

Attendance of State Chief School Officers. Attention of all respondents was directed to the absence of their state commissioner or superintendent of instruction. This person was most often named by respondents; Tennesseans nominated him at the rate of 83.3 per cent, Kentuckians suggested his name at the rate of 75 per cent, and West Virginians indicated this position at the rate of 77.8 per cent of all respondents. It should be noted that no one of these three chief state school officers was an actual participant. The Commissioner of Education from Tennessee presented his greetings during the opening session, but was not an active participant subsequently.

Presence of Curriculum and Supervisory Heads. Great caution must be taken in categorizing people; the title one holds may not correctly reflect the professional influence or leadership that one holds among his peers. However many respondents suggested persons by title, others by personal name. In all significant cases, it was possible to identify the specific personality nominated. The Assistant State Superintendent, or curriculum head by whatever title, was absent from all three state groups. Tennesseans nominated this person by 41.7 per cent, West Virginians by 77.8 per cent and Kentuckians by 25 per cent. (However, in Kentucky, individuals nominated a Supervisor for Curriculum Development--a subordinate to the Assistant Superintendent--by 62.5 per cent, and he was an active participant.) West Virginians suggested the importance of a State Supervisor for Elementary Education by 11.1 per cent. He was not a participant.

It readily can be seen, then, that the top levels of state administration --those in a realistic position of power and influence necessary for all really dramatic change or modification of education within the respective states-- were not participants of the Nashville conference.

Supervisors and "Molders" of Opinion. Individual random nominations occurred for state presidents of A.S.C.D. units and of D.A.V.I. groups, for responsible leaders in state education associations and of classroom teachers' organizations, for locally and nationally known curriculum authorities and specialists in universities and teacher education institutions, and for selected local school superintendents, school board officials, principals and teachers. (Participants did not, of course, have the same criteria for nomination as did the conference planners. In most cases, conferees were thinking about a massive state-wide dissemination effort as a result of this one conference.)

It can be seen that only random parts of the educational power structure were "tapped" in each state. A study of the dynamics of operation in each state only could tell an observer whether activities change most in a particular area through a massive grass-roots appeal to the state administration, or whether most changes are approved at state levels first, and then accomodations are made downward throughout the state.

Some analyses can be made, however tentative. In Tennessee, one of the most respected curriculum consultants in the State Department of Education was a full-time participant and a very active member of the state group. Planning, and the execution of these plans, was at a high level for this group. In West Virginia, on the other hand, no representative from the State Department of Education attended. And yet, participation, planning, and "follow-through" on plans for this group were good. The Kentucky group had in their midst a highly nominated member of the "power structure", but their effectiveness has been analyzed elsewhere. In essence, then, no firm conclusions or findings can be drawn from an analysis of state group membership other than to point out that in all states, third or lower echlon persons attended representing the respective state departments. An observer can only speculate excitedly at what the outcome might have been in each state had it been possible to include,as active participants, a majority of the "true" power and decision-making factors for education in each state.

IMPLICATIONS AND CONCLUSIONS

Almost every conclusion of major importance carries with it an implication for alteration or reinforcement of conference design in such future conferences as may be contemplated. Consequently, these two concluding sections are merged into one discussion on pertinent points.

General Results. 1. As an action-research type of project, the Regional Leadership Planning Conference must be considered an unqualified success. The approach was new, the topics timely, and the focus sufficiently intense to produce easily discernible results.

2. The impetus of the Nashville conference, and the expanding influence of its experience has accelerated almost on the order of a geometric progression as more and more people in the three states become involved in activities planned and fostered by the conference participants.

3. In-service dissemination activities seem well underway in all three states, and have progressed to the level of local school system dissemination efforts in approximately one year from the regional conference.

4. There was little implication for pre-service teacher education during the conference, and no reports of activities or major scope have been received which would indicate that teacher education planning has not been significantly influenced in the area.

Group Composition. 5. State groups were large enough for effective work, and small enough for efficiency. A strong sense of "state spirit" seemed to be evident in the working relationships within each group.

6. Cooperation and inter-state cordiality seemed high. The total size of the conference group was small enough for all participants to become personally acquainted.

7. The educational power structure was not adequately represented in any state. In future such activities, strong effort should be made to secure the status leaders, and those endowed with peer support, for professional leadership in educational affairs within each state.

8. The percentage of audio-visual educators represented was far in excess of its actual membership or influence within the states. The omission of a

sizeable segment of the curriculum workers with significant leadership responsibilities was a serious disadvantage for subsequent follow-through on plans within certain states. True conference objectives must be honestly defined by conference planners, and the membership of the conference drawn which can accomplish these desired objectives.

Conference Design and Execution. 9. Conference purposes should be more clearly developed during the initial invitation to avoid ambiguous and false impressions.

10. The conference should be planned far enough in advance to allow for schedule alterations which might more nearly guarantee attendance of important educational leaders.

11. The conference program was well designed, diversified, staffed with exemplary consultants, and supplied with impressive equipment, materials, and aids.

12. Some newer media were slighted, inadequately treated, or omitted--i.e., educational television and radio, language laboratories, and teaching machines. Several participants commented on the fact that they had no opportunity to see and experience these facilities.

13. No time was scheduled for persons to project personal plans and to assimilate the dissemination meaning of the conference for themselves. A high degree of commitment was present, but it was not channeled into realistic personal goals and achievements.

14. Generally, the pace of the conference--from high structure and tight scheduling to low structure and unscheduled planning time--produced excellent results. Motivation of participants was high, and impetus for the development of state plans and activities was great.

FOOTNOTE The over-all evaluation of the conference, from all points, is quite favorable. Nashville was a pilot conference, produced on relatively short notice. The evaluation has been critical, but for constructive change in subsequent such activities. The modification of behavior is a complex procedure; not even the National Defense Education Act can produce miracles at once in long-established teaching and instructional procedures.

Curtis P. Ramsey

Curtis P. Ramsey
Conference Summarizer

Associate Director
Division of Surveys and Field Services
George Peabody College for Teachers
Nashville 5, Tennessee

APPENDIX A

KENTUCKY

The Kentucky group feels that its long-range goals for the dissemination of information are as follows:

1. To improve instruction for the children of Kentucky through a better understanding of communication, the different communication media and their relationship to a quality educational program.
2. To provide improved and equal educational opportunities for children of Kentucky.
3. To reach and to involve all levels of educational leadership in Kentucky for the improvement of instruction.
4. To aid in a wise and appropriate use of all the opportunities for improving the total program of instruction in Kentucky through the provisions of NDEA.

In order to get started we propose that a state-wide pilot conference similar to this meeting be conducted. The two state department of education members, Messers. Taylor and Smith of our Kentucky group will bring this recommendation to the attention of our CHIEF STATE SCHOOL OFFICER for his approval and promotion. It is hoped that a steering committee made up of the Kentucky members of this conference and representatives of other state-wide professional groups, e.g. KEA, Classroom Teachers, Superintendents, ASCD, School Board Association, etc. be first established. Detailed plans will then be developed.

In order to make this conference most meaningful we will need the services of approximately four consultants outstanding in the field of instructional materials. Some Financial assistance may be necessary for the full impolmention of this conference.

It is believed that approximately fifty or sixty participants might be involved. As a result of this pilot conference at state level, it is our hope that further regional and local conferences and/or workshops will develop.

TENNESSEE

Goals

a. Commission for improvement of instruction through more effective use of instructional resources—the participants of this conference to constitute the nucleus, with an executive committee to promote the plan of action developed at this conference. Meeting scheduled in Nashville, October 22, 1959.

b. State and regional workshops similar to this conference in purpose.

c. Promotion of state-wide radio and TV networks.

d. Establishment of regional materials centers for production, demonstration, and distribution of materials and services.

Getting Started

a. Commission formation
Steering committee
Expansion of commission

b. Planning and conducting workshops

c. Cooperate with the State Department of Education in preparation of a project under Title VII, Sect. B of the NDEA to provide personnel and resources for dissemination of information concerning the more effective use of instructional resources.

Groups to be Involved

Public school representatives from East, Middle, and West Tennessee TEA, TEC, State Department of Education (Instruction and School house planning divisions), State and private colleges, U.T., AVA, TLA, ASCD, TCPT, TSBA, Study Councils (Superintendents, Supervisors, Principals).

Responsibility

Commission
  Executive Committee
Organizational leaders

Services Needed

Consultants for state and regional workshops

Resource materials

More trained personnel to direct in-service and pre-service education of teachers

Consultants on college campuses to get college teachers to incorporate modern teaching materials in their college teaching

Specialists in the audio-visual area to furnish state-wide leadership—these to be located at U.T., Peabody, and the State Department of Education.

WEST VIRGINIA

This report is based upon "field notes" which have not been edited for clearness of statement or overlapping of content:

1. An attempt will be made to relate the concepts developed in this conference to:

   a. The re-study of teacher education programs now being planned;

   b. In-Service Programs in Mathematics, Science and Modern Foreign Languages now in the planning stage at State Level;

   c. The School Improvement Program which is now functioning with emphasis on Curriculum and Learning. Some of the ways in which this will be done are:

      (1) At the State Leadership Conference of the Classroom Teachers Association. Demonstrations as to how inexpensive materials (as well as the more costly types of equipment) may be used will be given by selected classroom teachers, with such help as may be available from specialists in the field.

      (2) Through our seven (7) established area study groups ways in which materials and resources discussed at the meeting may be used to improve opportunities for learning.

      This will involve State Department of Education Leadership in cooperation with: Superintendents; Elementary Principals; Secondary Principals; Supervisors; Classroom Teachers; Boards of Education—and State Colleges and the University

2. The West Virginia Education Association and its affiliated groups (CTA; Higher Education; Elementary and Secondary Principals, Superintendents) will in their programs through the next few months place special emphasis on making certain that ideas developed at this conference are properly emphasized.

3. Attempts will be made, through proper channels to involve: American Association of University Women; Special Subject Matter Groups in the Schools; State Congress of Parents and Teachers; State School Boards Association; State Association of Architects; Farm Women's Organization.

4. Consideration toward the organization of a Workshop for Teachers at West Virginia University during the summer of 1960.

5. A series of articles in the official publication of the West Virginia Schools Boards Association.

6. Revitalize our State Audio-Visual Organization—secure membership from each county, with emphasis on the selection of a key person to clear information.

APPENDIX B

Copyright by
Curtis Paul Ramsey
1959

DIVISION OF SURVEYS AND FIELD SERVICES
GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE 4, TENNESSEE

Dear Friend:

A half-year and some has elapsed since we met together in Nashville under the auspices of ASCD-DAVI for the regional leadership planning conference. Ours was the first, and in many ways a pilot, conference. As the conference summerizer-evaluator, it is my responsibility to take a second look at participants, organizations and activities.

Knowing that you are interested in the purposes of the Nashville conference, I'm asking you to take a few minutes to respond to the enclosed questionnaire, which is a follow-up on our meeting in Nashville.

By all means report as honestly and fearlessly as you can. We need your own candid opinions about several things, so respond as you feel, not as you think we would want you to report. Papers are numbered for machine tabulation purposes, and your anonymity will be completely respected.

I hope that your work is going well, and that the cause of quality education in your state has been advanced by our conference together in Nashville last August.

Thank you very much for your time and consideration.

Sincerely,

Custis P. Ramsey
Associate Director

Conference Evaluator
Nashville Regional Leadership
Planning Conference

DIVISION OF SURVEYS AND FIELD SERVICES
GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE 4, TENNESSEE

Dear Friend:

Almost a year has elapsed since we met together in Nashville last August under the auspices of ASCD-DAVI for the regional leadership planning conference. Ours was the first, and in many ways a pilot, conference. As the conference summarizer-evaluator, it is my responsibility to take a second look at participants, organizations, and activities in relation to the conference.

Most of the conference participants have responded to this set of questionnaires in the earlier mailing, but we haven't heard from you, as yet. Since we would not want our final evaluation of the conference to reflect the opinions and activities of only a portion of the participants, we need your assistance in this matter.

Will you take a few minutes to complete these forms... now?

By all means report as honestly and fearlessly as you can. We need your own candid opinions about several things, so respond as you feel, not as you think we would want you to report. Papers are numbered for machine tabulation purposes, and your anonymity will be completely respected.

We hope that your work is going well, and that the cause of quality education in your state has been advanced by our conference together in Nashville last August.
Thank you very much for your time and consideration. . . now.

Sincerely,

Curtis P. Ramsey
Associate Director

Conference Evaluator
Nashville Regional Leadership
Planning Conference

RLPC # 1-1

Position Title:__________________ #________

The Nashville conference sought to bring together certain key leaders in education from three southeastern states. Not all persons represented the same jobs, or the same points of view regarding instructional resources, materials, or processes.

Has the Nashville conference made any difference in education in your state, in working projects, or in attitudes? This page and those following seek answers to these questions.

Please write your first impulse answer. Do not study any question for "hidden meanings." Be as specific as possible, and supply sample materials, programs number and character of meetings, and other evidences of dissemination activities, changes and/or improvements. Please feel free to write on the back of this sheet, or to add additional pages if necessary.

* * * * * * * * * * * *

04. What has been the effect of the Nashville conference on you personally?

05. What effect has the conference had on education in your state?

06. List activities you have personally planned or participated in, relative to dissemination of information about newer educational media. Be as inclusive as possible.

07. Enumerate new activities, new organizations, new working relationships in your state, which have resulted from the impetus of the conference. Be as inclusive as possible.

08. What are some of your personal plans for the future to advance the use of newer educational media?

09. What are some of the most important plans of groups, in which you participate, to encourage the use of newer educational media in the future?

10. Enumerate some of the major strengths of the Nashville conference.

11. Enumerate some of the major weaknesses or omissions of the conference.

12. Indicate the four most important people to consider, when advocating curriculum change in your state, whether present or not at the conference.

RLPC # 1-2

#________

As an invited participant in the first Regional Leadership Conference on the Newer Educational Media, you were one of a select group involved in a new type of educational experimentation. Those responsible for planning and evaluation of the effectiveness of the conference made several assumptions about the nature of the participants, their attitudes, beliefs, skills, and the quality of their leadership.

AFTER your Exposure to the influence of the conference, you have certain ideas, attitudes, and beliefs. This questionnaire is designed to elicit certain information about you, as you now are. Please answer the following sections as rapidly as possible. Your OWN responses are important, not the generally held stereotype response which you may believe exists in the profession, nor the "polite" responses which you may believe the conference planners may want to hear.

THE MATTER OF DEFINITION Listed below are certain words which were used during the conference. Briefly, define in your own terms the following:

14. DISSEMINATION

15. LEADERSHIP

16. PLANNING

17. DISSEMINATING INFORMATION

18. INFORMATION

19. NEWER EDUCATIONAL MEDIA

20. INSTRUCTION

21. INSTRUCTIONAL ENRICHMENT

22. TEACHER

23. LEARNING THROUGH NEWER MEDIA

ALL questions should be answered relative to the points of view "acquired through the conference.

RLPC # 1-4
#________

"MY JOB"

34. The most important change I need to make in my work (responsibilities, groups, and nature of relationships to individuals with whom I am involved) is . . .

35. My professional influence (nature and method) in curriculum matters **should** change in the direction of

36. I see myself as chinging more in the direction of performing as a (generalist), (specialist), or (does not apply). Explain.

37. My influence in implementing curriculum change can be broadened by

38. The "decision-making" process regarding curriculum changes and improvement in my organizational structure could be improve by

39. Curriculum changes (in my organization) ccould better be implemented by

40. If I could implement curriculum changes (in and/or through my organizational structure) I would

41. Regarding curriculum implementation procedures, I would

42. The obstacles I would face in realizing these goals are

43. If I could have my way, I would surmount these obstacles by

RLPC # 1-6

CONTROVERSY IN ACADEMICIA

This instrument is designed to elicit information about the nature of the participants of the conference. The following statements represent varying points-of-view about which there is some controversy in American education today. PLEASE ASSUME NO POSE, but respond rapidly according to your degree of agreement with the statements listed below. Mark your answers in the blank spaces before each sentence according to the following code:

1. Very STRONG DISAGREEMENT   5. VERY STRONG AGREEMENT
2. MODERATE DISAGREEMENT   4. MODERATE AGREEMENT
3. NEITHER AGREE NOR DISAGREE--NEUTRAL

62.___The number of teaching-learning aids has greatly increased lately.

63.___I feel that most new educational media are too complicated for me to use in my work.

64.___The percentage of teachers using such aids has increased greatly in recent years.

65.___There really isn't an educational frontier in new educational media--just new gadgets.

66.___The personal relationship between teacher and pupil is essential most of the time, in most learning situations.

67.___Most of the innovations in educational media have been well validated in research studies to substantiate their utility.

68.___Learning through audio-visual educational media almost always is a passive experience.

69.___My status on the job is directly related (positive) to my specialized knowledge about my area, and its materials.

70.___Audio-visual materials and media should be the province of certain AV specialists.

71.___The creative child is apt to be stifled by the expanded use of audio-visual instructional media.

72.___Educational television is of little real value.

73.___Vicarious learning experiences, through AV media, should be a major element in all classroom learning experiences.

74.___Most audio-visual materials are so specific as to have little adaptability to different teaching requirements.

75.___The greatest adaptability needed is in the personality and method of teachers--not audio-visual media.

76.___The expense of most audio-visual media is out of all proportion to their educational value.

77.___The educational value of broadcast television for children is almost uniformly negative.

78.___Wider use of the newer educational media will ultimatley mean that instructional costs can reduced.

79.___There is little need to consult with teachers on utilization of newer educational media, since most of the decisions are administrative.

KENTUCKY

Before the Conference ended, the Kentucky group submitted their long-range goals for the dissemination of information about newer educational media. A copy of their report "State of Kentucky - Dissemination Plans" is included. This group met at a later date and submitted a more detailed plan of operation. It is included as, "Suggested Activities for Dissemination of Information About Newer Educational Media for the State of Kentucky."

Articles concerning the Conference and media appeared in recent issues of the Kentucky School Journal, the official organ of the Kentucky Education Association.

As a direct result of the TRI-STATE CONFERENCE, the NEA's Regional Instructional Conference devoted Section III of their program to educational media. The program entitled "Making Content Come Alive" was given January 28-29, from 2-4 p.m. in the Grand Ballroom. A copy of the program is included.

On May 31, 1960, Wendell P. Butler, Superintendent of Public Instruction sent a letter to each superintendent in the State announcing a Media Conference to be held at the University of Kentucky, August 5-6, 1960. This Conference was sponsored by the NEA and the Kentucky State Department of Education through the assistance of the USOE Grant. The follow-up funds provided by the grant were used to finance the Conference. A copy of the Conference program is included, under the title, "Kentucky Conference for the Dissemination of Information Relative to Instructional Materials and Media." More than 40 counties sent representatives to the meeting which was attended by more than 200 educators. The purpose of the Conference was to promote county follow-up conferences and

and school district conferences. Several such conferences are being planned with the promise of many more. Superintendent Richard Van Hoose, Chairman of the Kentucky group, has been assured by the Kentucky Classroom Teachers Association that newer media will be, "their main point of interest for the ensuing year." The success of their State meeting has led the Kentucky group to expect a continued program of action to exist throughout the 1960-1961 school year.

State of Kentucky

Dissemination Plans

The Kentucky group feels that its long-range goals for the dissemination of information are as follows:

1. To improve instruction for the children of Kentucky through a better understanding of communication, the different communication media and their relationship to a quality educational program.

2. To provide improved and equal educational opportunities for children of Kentucky.

3. To reach and to involve all levels of educational leadership in Kentucky for the improvement of instruction.

4. To aid in a wise and appropriate use of all the opportunities for improving the total program of instruction in Kentucky through the provisions of NDEA.

In order to get started we propose that a state-wide pilot conference similar to this meeting be conducted. The two state department of education members, Messers Taylor and Smith of our Kentucky group will bring this recommendation to the attention of our Chief State School Officer for his approval and promotion. It is hoped that a steering committee made up of the Kentucky members of this conference and representatives of other state-wide professional groups, e.g. K.E.A., Classroom Teachers, Superintendents, A.S.C.D., School Board Association, etc. be first established. Detailed plans will then be developed.

In order to make this conference most meaningful, we will need the services of approximately four consultants outstanding in the field of instructional materials. Some financial assistance may be necessary for the full implementation of this conference.

It is believed that approximately fifty or sixty participants might be involved. As a result of this pilot conference at state level, it is our hope that further regional and local conferences and/or workshops will develop.

ample of a follow-up Conf.

recommends

NEA REGIONAL CONFERENCE ON INSTRUCTION

SECTION III: "Making Content Come Alive"

Thursday, January 28 and Friday, January 29
2-4 p.m. each afternoon - Grand Ballroom (East, Reynolds)

Section Leaders:
O. L. Davis, Jr., Associate Secretary, ASCD
Harold E. Wigren, Associate Director, Division of Audio-Visual Instructional Service, NEA

* * * * * * *

PROGRAM

First Session: Thursday, January 28, Grand Ballroom

2:00 General Assembly: "Purposes and Plan of the Session" By Section Leaders - Grand Ballroom

2:20 Concurrent Demonstrations on Significant Ways to Make Content Come Alive Through Effective Uses of Materials (I)

Group A - Primary Level:	Miss Ellen Millman, Second Grade Teacher, Maryland School, Clayton, Missouri - East Room
Group B - Intermediate Level:	Mrs. Hilda Kaler, Sixth Grade Teacher, Taylor School, Arlington, Virginia - Reynolds Room
Group C - Secondary (Core):	Dr. Gordon Vars, Associate Professor of Education, State University of New York, Teachers College, Plattsburgh, New York, Grand Ballroom

3:20 Concurrent Demonstrations on Significant Ways to Make Content Come Alive Through Effective Uses of Materials (II)

Group A - Intermediate Level:	Reynolds Room
Group B - Secondary Level:	Grand Ballroom
Group C - Primary Level:	East Room

Second Session: Friday, January 29

2:00 Concurrent Demonstrations on Significant Ways to Make Content Come Alive Through Effective Uses of Materials (III)

Group A - Secondary Level:	Grand Ballroom
Group B - Primary Level:	East Room
Group C - Intermediate Level:	Reynolds Room

3:00 General Assembly: Grand Ballroom - Conducted by Section Leaders Generalizations, guidelines, emerging from demonstration sessions

4:00 Adjournment

* * * * * * *

NOTE: Each participant will be given a group number and will see all three demonstrations during the course of the two afternoons.

SUGGESTED ACTIVITIES FOR DISSEMINATION OF INFORMATION ABOUT NEWER EDUCATIONAL MEDIA FOR THE STATE OF KENTUCKY

Developed at the Tri-State Leadership Planning Conference, Nashville, Tennessee

1. Helping in the development of a confrence under NDEA for cross-sectional meetings of those concerned with instructional materials and equipment, their selection & use.
2. Help in the recruitment of a person at the state level for an AV supervisor.
3. Use of KEA Journal and other professional publications to report this conference and other information and activities in this area.
4. Consider the possibility of utilizing resources of those people who will be at the NEA Regional Instructional Conference in Louisville, prior to or after this meeting in January, 1960.
5. Seek a slot in the programs of the fall District meetings of KEA to disseminate information concerning instructional materials.
6. KAVA devote entire spring program at KEA to look at AV & instruction, with perhaps joint meetings with Langauage Arts and other interested agencies.
7. Encourage stronger departments and courses in AV materials in the institutions of higher learning preparing educational leaders and teachers.
8. Consider use of District Drive-In planning meetings of KEA for purposes of disseminating information on newer media, etc.
9. Work for the development of an understanding of what constitutes the librarians role in the development, storage and use of a materials center within a school or school system.
10. To explore with the Council on Higher Education, the possibility of recommending a course in AV materials for all of those preparing to be teachers.
11. To explore with ASCD of Kentucky the relationship of AV to CAPCI.
12. To work with 32 general educational supervisors in exploring the possibilities for more adequate use of AV materials in instruction. This would include the goal of developing a more comprehensive understanding of such materials and media, and their ability to select, use and demonstrate these newer media.
13. This group at Nashville serve as a core group for the development of a confernce in Kentucky, on a state-wide basis, similar to the one held here, for Kentucky educational leaders such as; ASCD, Superintendents Association, School Board Association, Elementary School Principals, Classroom Teachers Association, etc.

STEPS TO OVERCOME LOCAL LIMITATIONS AND OBSTACLES

1. Use of existing radio and television programs such as, "Let's Talk It Over" and "What's Your Question?", to get accurate information before the public.
2. Make a study of needs for the possibility of the development of an ETV network for the state of Kentucky.
3. Development of an Audio-Visual mobile furnished by commerical firms with competent consultants for purposes of demonstration and instruction.
4. Utilize existing human resources and leadership in the state of Kentucky, more adequately, by uncovering and identifying these individuals more effectively.
5. Consider the possiblity of establishing regional resource and materials centers.
6. To work more adequately with State Division of Buildings, architects, and local boards to develop the best possible building facility for use of instructional materials.
7. Development of a committee or council made up of superintendents, on a state-wide basis, to study the possibilities of setting up an advisory council on use of instructional materials.

COMMONWEALTH OF KENTUCKY
Department of Education
FRANKFORT

May
Thirty-one
1960

Dear Superintendent:

As a direct result of a conference held in Nashville, Tennessee last summer, relating to instructional materials and new media, the State Department of Education in cooperation with the Kentucky participants of that conference, are inaugurating a similar conference in Kentucky. We believe that this is a significant step forward and that all school districts in the state can and will realize impressive professional growth because of it.

Our Kentucky conference will be conducted at the University of Kentucky in the William S. Taylor Education Building on August 5 and 6, 1960, beginning at 9:30 A.M., Eastern Standard Time. We believe that professional growth for whoever attends this conference is inevitable. We are enthusiastic about the possibilities for positive action at this conference and urge you to send someone from your district who will be in a position the following year to pass on to others under your jurisdiction the knowledge and information gained from the conference.

We are enclosing a copy of the program and a registration blank to be completed by you or the person designated to attend the conference. Please forward the completed form to Mr. Don Bale, Head of our Bureau of Instruction.

I am calling this meeting under authority of Section 156.190 of the Kentucky Revised Statutues. The actual expenses constitute a legitimate expenditure and may be paid by your board of education.

Your prompt consideration of this important conference will be greatly appreciated.

Cordially yours,

Wendell Butler

Wendell P. Butler
Superintendent of Public Instruction

Enclosures

KENTUCKY CONFERENCE FOR THE DISSEMINATION OF INFORMATION RELATIVE TO INSTRUCTIONAL MATERIALS AND MEDIA

Sponsored by

The National Education Association

and

The Kentucky State Department of Education

August 5 - 6, 1960

University of Kentucky

Lexington, Kentucky

* * * * * *

Assisted by a contract with the United States Office of Education under provisions of Title VII, Part B, of the National Defense Education Act and Administered by the Association for Supervision and Curriculum Development, the N.E.A., and the Division of Audio-Visual Instructional Service.

FRIDAY - AUGUST 5

9:30 - 10:00 Registration - William S. Taylor Education Building
University of Kentucky

10:00 - 11:00 Keynote General Session

WAYS OF IMPROVING INSTRUCTION THROUGH THE MORE EFFECTIVE USE OF MATERIALS AND MEDIA

Ernest Tiemann, Director
Visual Instruction Bureau
University of Texas, Austin, Texas and
President-elect of the Department of
Audio-Visual Instruction

11:00 - 12:00 QUESTION AND ANSWER SESSION TO DEFINE PROBLEMS IN AREAS SIGNIFICANT TO PARTICIPANTS

Ernest Tiemann

12:15 - 2:00 Luncheon
Panel: COORDINATION OF CURRICULUM AND MATERIALS

Moderator - Claude Taylor, Assistant Director
Division of Instructional Services
Kentucky Department of Education

Panelists -
O. L. Davis, Jr., Associate Secretary
Association for Supervision and
Curriculum Development
Lee E. Campion, Educational Television
Consultant of the National Education
Association, Division of Audio-Visual
Instruction Service
Pat W. Wear, Professor of Education
Berea College, Kentucky

2:15 - 3:15 CRITERIA FOR THE EVALUATIONS OF MATERIAL AND MEDIA

Carolyn Guss, Associate Professor of
Education, Audio-Visual Center
Indiana University, Bloomington, Indiana

FRIDAY - AUGUST 5
(continued)

3:30 - 5:30	**LECTURES AND DEMONSTRATIONS**	
3:30 - 4:10	Group No. I	Language Laboratory Helen Daniels, Supervisor of Languages and English, Jefferson County Public Schools, Louisville, Kentucky
4:15 - 4:55	Group No. II	
5:00 - 5:40	Group No. III	
3:30 - 4:10	Group No. II	Community Resources Pat W. Wear, Professor of Education Berea College, Kentucky
4:15 - 4:55	Group No. III	
5:00 - 5:40	Group No. I	
3:30 - 4:10	Group No. III	Library Materials Nella Bailey, Supervisor of Libraries Kentucky Department of Education
4:15 - 4:55	Group No. I	
5:00 - 5:40	Group No. II	
5:45 - 7:30	**EAT AND RELAX**	
7:30 - 9:30	**A CROSS-MEDIA APPROACH TO THE TEACHING OF MATHEMATICS AND SCIENCE**	Norman Tant, Director of Audio-Visual Education, Morehead State College, Kentucky Ollie Bissmeyer, Coordinator, Audio-Visual Services, University of Kentucky

SATURDAY - AUGUST 6

8:30 - 10:00	LECTURES AND DEMONSTRATIONS (Participants Choose Two)	
8:30 - 9:10 9:15 - 9:55	THE TAPE RECORDER	Norman Tant, Director of Audio-Visual Education, Morehead State College, Kentucky
8:30 - 9:10 9:15 - 9:55	PROJECTED MATERIALS	Ollie Bissmeyer, Coordinator, Audio-Visual Services, University of Kentucky
8:30 - 9:10 9:15 - 9:55	TELEVISION TEACHING	Mildred Cobb, Producer-Coordinator Kentuckiana Educational Television Council Jefferson County
	Consultants:	Lee E. Campion O. L. Davis, Jr. Pat W. Wear Claude Taylor Boswell Hodgkin, Assistant Director Division of Free Textbooks and Instructional Materials Kentucky Department of Education Omega Lutes, Classroom Teacher City of Louisville, Kentucky Roy Smith, Coordinator, National Defense Education Act Kentucky Department of Education Ernest Tiemann Carolyn Guss Richard VanHoose, Superintendent of Schools Jefferson County, Kentucky Don Bale, Head Bureau of Instruction Kentucky Department of Education
10:15 - 11:00	ORGANIZATIONAL PROCEDURES FOR NEW PROGRAMS	Lee Campion
11:15 - 12:30	GROUP MEETING BY KENTUCKY EDUCATION ASSOCIATION EDUCATIONAL DISTRICTS 1. To define district problems 2. To establish a plan for further disseminating the information and ideas of this conference	
1:00 - 3:30	PICNIC	
	CONFERENCE SUMMARY	Carolyn Guss

REGISTRATION BLANK

MAIL TO:

Mr. Don Bale, Head
Bureau of Instruction
Kentucky Department of Education
Frankfort, Kentucky

I will attend the Kentucky Conference for the Dissemination of Information Relative to Instructional Materials and Media to be held at the William S. Taylor Educational Building, University of Kentucky, August 5 and 6, 1960.

____
NAME

____
STREET OR P. O. BOX

____
CITY STATE

Please make ___________ reservation(s) at one of the University of Kentucky dormitories for Friday evening, August 5.

CONFERENCE LEADERS AND CONSULTANT

Kentucky Conference for the Dissemination of Information Relative to Instructional Materials and Media

Nella Bailey, Supervisor
Libraries
Department of Education
Frankfort, Kentucky

Don Bale, Head
Bureau of Instruction
Department of Education
Frankfort, Kentucky

Ollie Bissmeyer, Coordinator
Audio-Visual Services
University of Kentucky
Lexington, Kentucky

Lee E. Campion, Consultant
Educational Television
Division of Audio-Visual Instruction Service
National Education Association
Washington 6, D. C.

Mildred Cobb, Producer-Coordinator
Kentuckiana Educational Television Council
5337 Dixie Highway
Louisville, Kentucky

Helen Daniels, Supervisor
Languages and English
Jefferson County Public Schools
Louisville 2, Kentucky

O. L. Davis, Jr., Associate Secretary
Association for Supervision and
Curriculum Development
National Education Association
Washington 6, D. C.

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Bloomington, Indiana

Boswell Hodgkin, Assistant Director
Division of Free Textbooks and
Instructional Material
Department of Education
Frankfort, Kentucky

Omega Lutes, Classroom Teacher
Louisville City Schools
Louisville, Kentucky

Roy G. Smith, Coordinator
National Defense Education Act
Department of Education
Frankfort, Kentucky

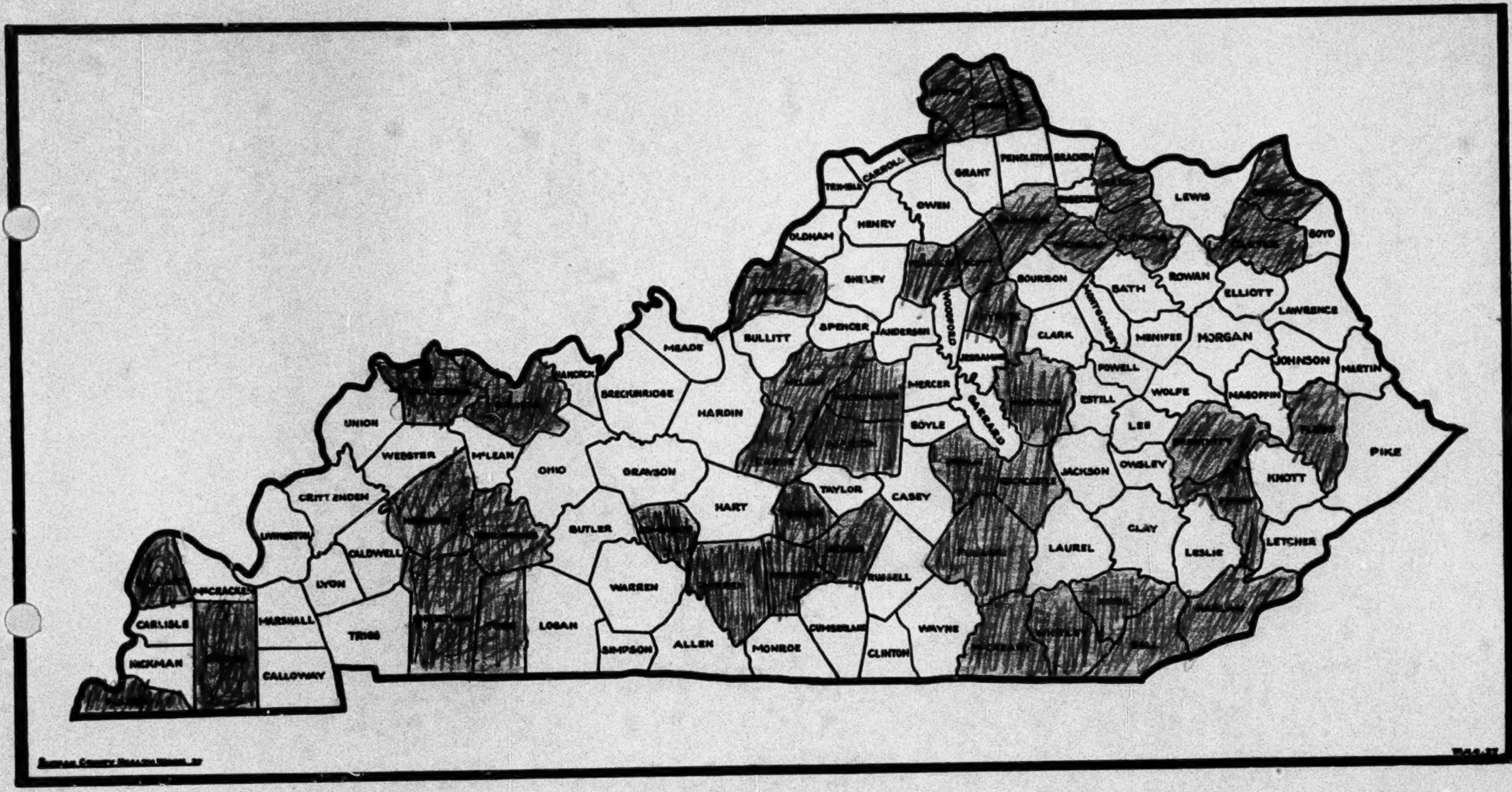
Norman Tant, Director
Audio-Visual Education
Professor of Education
Morehead State College
Morehead, Kentucky

Claude Taylor, Assistant Director
Division of Instructional Services
Department of Education
Frankfort, Kentucky

Ernest Tiemann, Director
Visual Instruction Bureau
University of Texas
Austin, Texas
President-elect
Department of Audio-Visual Instruction

Richard VanHoose, Superintendent
Jefferson County Public Schools
612 West Jefferson Street
Louisville 2, Kentucky

Pat W. Wear, Professor of Education
Berea College
Berea, Kentucky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ELLIOTT
LAWRENCE
MENIFEE
MORGAN
JOHNSON
MARTIN
POWELL
ESTILL
WOLFE
MAGOFFIN
LEE
JACKSON
OWSLEY
KNOTT
PIKE
LAUREL
CLAY
LESLIE
LETCHER

The colored counties were represented at our Kentucky Conference.

TENNESSEE

During the TRI-STATE CONFERENCE, the Tennessee group agreed to constitute the nucleus of a commission for the improvement of instruction with representatives to be added from the various educational organizations concerned with improving instruction. A copy of the "Tennessee State Plans" is included with this report. These plans identify Mrs. Wanda Johnston as Chairman of the Commission.

Three workshops for disseminating information were planned and carried out by the Tennessee Commission. A full report entitled "Using Instructional Resources to Make Good Teaching Better" provides a report on the three regional work conferences sponsored by the Tennessee State Department of Education. This report is also included.

The October 1960 issue of the "Tennessee Teacher," the journal of the Tennessee Teachers Association, dealt almost exclusively with instructional media and materials.

It is the intent of the Division of Audio-Visual Instructional Service and the Association For Supervision and Curriculum Development to continue working with the active Tennessee Commission.

TENNESSEE STATE PLANS
Eminating From The Tri-State Conference on Dissemination of Information Concerning Newer Educational Media

Under the provisions of Part B, Title VII, of the National Defense Education Act, the U. S. Office of Education contracted with the National Education Association for a Pilot Project in the dissemination of information about the newer educational media, involving leadership planning conferences and workshop demonstrations. The Association for Supervision and Curriculum Development and the Division of Audio-Visual Services of the N.E.A. planned and conducted the conference in the tri-state area of Kentucky, West Virginia and Tennessee under the direction of Dr. Harold Wigren, of the U. S. Office of Education and Dr. O. L. Davis, Associate Secretary of A.S.C.D. The meeting was held in Nashville, Tennessee August 10-12, 1959. Fifty people from the three states were invited to attend, eighteen of the participants were from Tennessee (list attached).

The keynote address was given by Ernest Tieman, Director, Bureau of Audio-Visual Instruction, University of Texas, Austin. He used various types of visual aids to illustrate his talk, which was dynamic. We are making every effort to secure him as a speaker for the Spring session of T.E.A. in April, In addition to demonstrations of different teaching media, the conference was structured in such a way as to provide time for meeting of state groups. During this time state participants were asked to consider their strengths, their problem needs, obstacles and limitations; and finally to plan for next steps in which (1) long and short range plans should be set up. (2) plans to develop immediate conference follow-up should be discussed. (3) groups to be involved should be listed. (4) division of responsibility discussed and allocated. (5) what services, if any, would be needed to move ahead with the plans.

At the several meetings of the Tennessee group, with all members present (and participating) the strengths, needs, obstacles, problems and limitations were listed by each member, who spoke, more or less, for the section of Tennessee he represented. At the last meeting it was suggested that the group of sixteen constitute a "Commission", and it was further suggested that a steering committee within the group be appointed to expedite the plans under development.

In order for you to be informed regarding the final action of the Commission the "minutes" of the last meeting are given here:

Upon nomination by Mr. Thomas, Mrs. Wanda Johnston, because of her position as President of the Department of Audio-Visual Instruction of the T.E.A., was made Chairman of the Commission. Dorothy DuBose was elected Secretary. Mrs. Bradford, Mrs. Evers, and Mr. Thomas were also appointed to the steering committee.

Following a motion made by Miss Doyle, Tennessee participants at the Tri-State Leadership Planning Conference on Ways of Disseminating Information on the Newer Educational Media, in Nashville, August 10-12, agreed to constitute the nucleus of a Commission for the improvement of instruction, with representatives to be added from the following organizations concerned with improvement of educational opportunities:

Members of the State Department of Education (instruction and schoolhouse planning divisions).

Representatives from:

State and Private Colleges and U. of T.
Tennessee Library Association
Association for Supervision and Curriculum Development
Congress of Parents and Teachers
Tennessee School Board Association
Study Councils of T.E.A.
Tennessee Education Congress
Public Schools of East, Middle and West Tennessee
(Supervisors, Superintendents, Principals)

The group agreed upon the following goals:

1. Formation of the Commission.
2. Conducting state and regional workshops.
3. Promotion of state-wide radio and T-V networks.
4. Establishment of regional material centers for production ~~centers,~~ demonstration, and distribution of materials and services.

Long-range goals include:

1. More trained personnel to direct in-service and pre-school in-service education of teachers.
2. Consultants on college campuses to encourage teachers to incorporate modern teaching materials in their teaching.
3. Audio-Visual specialists to furnish state-wide leadership - these to be located at the University of Tennessee, Peabody College, and the State Department of Education.

First steps agreed upon include:

1. Commission formation, and expansion.
2. Planning and conducting workshops.
3. Cooperating with the State Department of Education in preparation of a project under Title VII, Section B of the National Defense Education Act to provide personnel and resources for dissemination of information concerning the more effective use of instructional resources.

The next meeting to continue planning is scheduled in Nashville, October 22.

PROPOSED PLANS

WORKSHOPS IN THE USE OF THE EDUCATIONAL MEDIA IN TENNESSEE

Under provisions of Part B, Title VII of the National Defense Education Act, a leadership planning conference was held in August, 1959, in Nashville, Tennessee, for the tri-state area of Kentucky, West Virginia, and Tennessee.

The Tennessee group selected a committee to make plans for three workshops to disseminate information about the uses of the educational media. Plans are given here for the first workshop which will be conducted in the Middle Tennessee area. The other two will be similar, with only slight changes according to the needs of the area.

WORKSHOP LOCATIONS:

I. Middle Tennessee--Murfreesboro--Middle Tenn. State College--November 19, 1959.

II. East Tennessee--Knoxville--University of Tennessee.

III. West Tennessee--Jackson.

Purpose: To provide information about and techniques for effectively using instructional materials.

Participants: The Tennessee Commissioner of Education will invite the school superintendents, supervisors, materials supervisors, and key principals and teachers of the schools and colleges of the area in which the workshop is held.

TENTATIVE PLANS FOR MIDDLE TENNESSEE WORKSHOP

Date and Time: November 19, 1959, from 9:00 a.m. until 5:00 p.m.

Place: Student Union Building of Middle Tennessee State College, Murfreesboro, Tennessee.

Workshop Director: Dr. Bealer Smotherman, Audio-Visual Director, Middle Tennessee State College.

PROGRAM:

9:00 - 9:30	Kickoff by Dr. Quill Cope, President M.T.S.C.
9:30 - 11:00	First work session - "Need and Uses of Materials"
11:00 - 11:15	Break
11:15 - 12:15	Language Laboratories - Demonstration and film.
12:15 - 1:00	Lunch in cafeteria.
1:00 - 3:00	Second work session - "Utilizing a Variety of Teaching Techniques".
3:00 - 4:00	Educational Television and Radio--Status and Possibilities.
4:00 - 5:00	Summary and future plans.

Consultants:

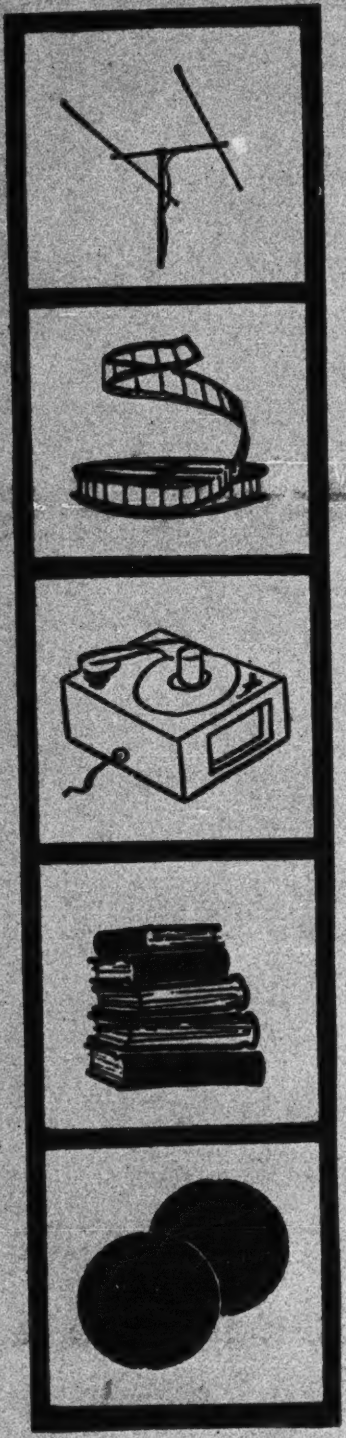
1. Dr. Bealer Smotherman, Audio-Visual Director, Middle Tenn. State College.
2. Mr. Harvey Frye, Graphics Supervisor, Audio-Visual Center, Indiana University.
3. Assistant to Mr. Frye, Indiana University.
4. Dr. Walter Stiefel, Language Laboratory, University of Tennessee.
5. Dr. Harold Wigren, Educational TV Consultant, National Education Association.

All of the Tennessee participants of the tri-state leadership planning conference in August will be invited to attend the Middle Tennessee workshop. A meeting will be held of the entire group, plus a few other key persons at the end of the workshop. After an evaluation period, suggestions will be given and more specific plans made for the remaining two workshops.

Consultant fees and general expenses will be approximately $350 for each workshop, with the total not exceeding $1,000.

Participants will not receive any remuneration from the conference. It is hoped that the systems they represent will help in this respect, however.

The Tennessee State Department of Education, Mr. Joe Morgan, Commissioner, is requesting funds in the above amount and for this purpose from the National Education Association, and will assume responsibility for the workshops.



USING INSTRUCTIONAL RESOURCES TO MAKE GOOD TEACHING BETTER

A Report on Regional Work Conferences
Sponsored by the Tennessee State Department of Education
In Cooperation With the National Education Association

Upon the request of the Commission, the State Commissioner of Education, Mr. Joe Morgan, made application to the National Education Association for $1000 from a National Defense Education Act grant, to defray program expenses for three regional workshops. These workshops were planned to acquaint supervisory and administrative personnel in the three grand divisions of the state with new developments in educational media and in turn to stimulate acquisition and effective use of these by classroom teachers. Their underlying purpose as explained by Dr. Bealer Smotherman, director of the Middle Tennessee Conference, was "to make good teaching better."

More than 400 persons have attended one of the workshops. Each of the three followed the same general pattern but varied with respect to content and personnel.

MIDDLE TENNESSEE CONFERENCE

Dr. Quill E. Cope, who gave the opening address at the Middle Tennessee Workshop pointed to the stabilization that took place during the decade of the '50's as a promising condition for educational improvement. During the war years, 1940-45, anyone who could breathe might be employed in the classroom, he said. During 1945-50, the teachers who had left to enter armed services or industry, did not return, and still another decade was necessary before the educational system could recover. "I like to think we're going to call the 60's a decade of excellence," he said. "Excellence means a good performance in any area."

Need and Uses of Materials

The new materials are frightening to teachers, stated Harvey Frye, graphics supervisor of the Indiana University Audio-Visual Center, pointing out the need for involving groups of local teachers in actual production and use of materials. Teachers must learn the new language of seeing, he said.

Mr. Frye demonstrated mounting lettering, coloring, and reproduction of materials. Use of wax pencil on transparencies pointed up opportunities for better use of the projector. A transparency made by transferring a full-color magazine illustration to Transpara-Film by applying heat and pressure aroused the most enthusiastic audience response.

Invention adds spice to teaching, prevents monotony, and ensures teacher growth, he said. Making materials will actually improve the teacher, for facts must be checked carefully before they can be represented visually. Tear sheets from magazines are the beginning, and these assume added importance as much new material appears in advertisements before it can be put into textbooks. Properly mounted and preserved, a picture will serve as an effective aid to communication for many classes.

The Language Laboratory

In foreign language teaching, emphasis on reading is being replaced by emphasis on speaking, said Dr. Walter Stiefel, professor of Romance Languages at the University of

The urgency for imparting the expanding store of information to a rapidly increasing population, in view of the shortage of qualified teachers dramatically points up the necessity for the most effective use of all available communications media. Funds made available through the National Defense Education Act of 1958 for purchase of equipment, for research, and for dissemination of information about effective use of educational media have added impetus to the previously existing widespread interest in this area.

A pilot regional leadership planning conference to disseminate information about newer educational media, held in Nashville, August 10-12, 1959, laid groundwork for specific activities in Tennessee, Kentucky, and West Virginia.

The conference on ways of improving instruction through more effective use of materials and media was sponsored by the NEA Department of Audio-Visual Instruction and the Association for Supervision and Curriculum Development, under contract with the U. S. Office of Education.

A wide range of materials and media of communication were brought into focus, including creative uses of such well-known aids as projected, non-projected, and audio materials, and community resources. Sessions were devoted to language laboratories and educational television where perhaps the most revolutionary developments have occurred recently.

Building facilities, and equipment needed to do an effective job, as well as possible adaptations of old buildings were given extensive treatment in a panel discussion and in formulation of state plans for closer work with architects in designing functional buildings.

TENNESSEE PLANS

Taking a broad view of materials and services already available, Tennessee participants listed as goals to work toward: state and national workshops; promotion of state-wide radio and TV networks; establishment of regional materials centers for production, demonstration, and distribution of materials and services; more trained personnel to direct in-service and pre-service education of teachers, consultants on college campuses to get college teachers to incorporate modern teaching materials in their teaching; and specialists in the audio-visual area to furnish state-wide leadership.

To effect these goals, the Tennessee participants organized the Commission for the Improvement of Instruction Through More Effective Use of Instructional Resources. Steering committee members are: Wanda Johnston, supervisor, audio-visual education, Knoxville City Schools, chairman; Dorothy DuBose, associate editor of THE TENNESSEE TEACHER, secretary; Mary Bradford, supervisor of instruction, Memphis State University; Lorraine Evers, teacher at Parmer School, Davidson County; R. Lee Thomas, consultant for curriculum and supervision, State Department of Education.

The Role of Instructional Materials in the Classroom of Today

1. Modern man's world is constantly expanding. Through modern means of transportation and communication he is in touch with people and events round the globe.

2. Increased demands of society upon the schools and the rapidly expanding enrollments at all levels have greatly increased the size and complexity of the educational task.

3. The importance of education for the preservation and development of democracy and the extension of the welfare of mankind has never been greater.

4. The goals of the modern education program are many. Some of the most important ones are: basic fundamentals (the four R's), citizenship, human relations, self-understanding, group participation and action, worthy use of leisure time, vocational competence, improved personal and public health, development of moral and spiritual values, conservation of human and physical resources, world peace, etc.

5. There are four essential elements in the development of an educational program of the type indicated above:

    a. An adequate number of intelligent, personable, interested, professionally competent, and in a very real sense dedicated teachers.
    b. An interested and active group of parents and laymen.
    c. Adequate school plants and facilities.
    d. Adequate supply of appropriate instructional materials and other resources for teaching and learning.

6. The function of instructional materials is to help make learning such that the goals of education will be realized. Specifically, the purposes of instructional materials are:

    a. To provide information needed to clarify and to deal with a problem or situation.
    b. To create interest in an area, topic, problem or situation.
    c. To provide opportunities for practice (drill).
    d. To provide background of experience necessary for certain desired learnings to take place.
    e. To develop understanding and appreciation, and to influence attitudes.
    f. To help learners understand themselves.

7. In order to ensure an adequate supply of instructional materials:

    a. Teachers, supervisors, and administrators must recognize the significance and importance of instructional materials and recources in the development of a modern program of education.
    b. Careful and continuous planning that is closely integrated with all curriculum planning is essential.
    c. Someone must be made responsible for leadership and service in the instructional areas.

Tennessee. To develop skill in speaking, practice is important; hence the value of the language laboratories. The basic piece of language laboratory equipment is the tape recorder, which enables the student to hear authentic voices, and to compare his own voice. For students, the language laboratory improves concentration, and provides more experience and a greater variety of experiences.

Radio and Television

Speaking on "Educational Television and Radio--Status and Possibilities," Dr. Harold Wigren, associate director of the division of audio-visual instructional service of the NEA cited three current revolutions taking place in education: (1) subject matter--the explosion of knowledge, (2) technology and mass media, including teaching machines and learning devices, (3) learning theory--learning takes place through great impact rather than in linear fashion.

In 1952, 242 channels were allocated by the FCC for educational TV, he said, however, only 44 have been activated. Pittsburg and Oklahoma City each have two stations. Alabama and Oklahoma have state-wide networks in operation; Georgia and Florida have networks under way. Another is operating on the East coast, and one at Ann Arbor. The fund for the Advancement of Education is undertaking a nation-wide experiment in teaching large classes with TV in 17 school districts. The National Defense Education Act has given impetus to new projects. Stratovision centered at Purdue University will cover several states. The Continental Classroom series has been used widely.

Technology is going to take over, Dr. Wigren said, unless we make these tools work for us.

EAST TENNESSEE CONFERENCE

Dean N. E. Fitzgerald of the College of Education reviewed briefly the progress made in variety, uses, and effectiveness of instructional media during the past twenty-five years. R. Lee Thomas, Supervisor and Consultant in the Division of Instruction of the State Department of Education, then outlined the purposes of the Workshop and reviewed the history of the recent efforts to bring about more interest in using the newer educational materials. The purposes were stated as (1) an effort to stimulate the acquisition and use of the newer media by teachers, (2) an effort to acquaint superintendents and principals with the work going on in the field, and (3) the dissemination of information needed to accomplish the first two aims.

Keynote Session

The principal speaker was Dr. Ernest Tiemann, Director of the Instructional Materials Center at the University of Texas. Dr. Tiemann's dramatic use of slides and his thoughtful message were very effective in setting the pace for the entire day. A digest follows:

d. Necessary space and facilities for proper use of instructional materials are imperative.
e. Adequate financial support is needed.
f. Continuous attention must be given to informing and educating teachers about available materials, how they can be obtained and how best they can be used.

Demonstrations of Instructional Media

A high point of the entire workshop was the demonstration session. Mrs. C. V. Clark, fifth- and sixth-grade teacher at Park-Lowry School in Knoxville, and Miss Ruth Ellen Crews, Materials Consultant for the Knox County Schools, gave brief lessons in space travel and Brazil respectively. The content itself was fascinating in both cases, but the focus was on the use of various teaching aids to dramatize certain points, to facilitate learning, and to increase retention. The emphasis in both cases was on demonstrating how different media could be used in explaining a single subject.

Television and Radio

Earl Wynn, Director of Television for the University of North Carolina, spoke vigorously and encouragingly of the growth of educational television for classroom use in the south. A digest of his speech follows:

1. The south is a leader in using television to teach. The only two state networks are in the south: Alabama and North Carolina. There are forty-five stations in the nation and sixteen of those are in the south. The south's school teachers and administrators have shown more vision than their counterparts in the remainder of the country.

2. The Southern Regional Education Board in Atlanta has exercised a big role in helping to develop the use of television for education in the south. The Fund for the Advancement of Education of the Ford Foundation has been carrying on a huge national experiment in classroom teaching.

3. The nature of the Ford experiment is to use large classes of not less than 90 pupils and to teach them for 30 minutes of the 50-minute session via television with one teacher. The other 20-minute period is being used by the classroom teacher for discussion based on the television teaching. In North Carolina, 12 systems are engaged in the experiment this year, comprising 95 schools. There are 12,000 pupils being taught by television in North Carolina in this manner. Nationally, there are 21 states doing essentially the same thing as North Carolina is doing. Subjects taught are varied, including social studies, science, language, and humanities. Testing has not been completed on the experiment in enough detail to be useful, but will be done later. This is the third year and supposedly the final year of the experiment.

4. Video tape recorders will some day be inexpensive enough to allow individual schools to have them, a fact which will increase the use of television for classroom instruction.

Kenneth Wright, Director of the Department of Broadcasting Services for the University of Tennessee, told of two classroom series in television. The Chattanooga Public Schools are offering fifth-grade Conversational French over WDEF-TV, and the Knoxville City Schools are offering fifth- and sixth-grade science over WTVK-TV. Mr. Wright mentioned that the only three educational radio stations in the state are in East Tennessee: WUOT at the University of Tennessee, WKCS at Fulton High School in Knoxville, and a new station at Southern Missionary College outside Chattanooga. He told of the University of Tennessee's adult education program on WBIR-TV, Monday through Friday at 8:00 A. M. He then suggested that if only ten organizations from the many school systems, colleges, and universities within a 60-mile radius of Knoxville would appropriate $3,000 each on the average, the resultant budget of $ 30,000 would be sufficient to broadcast one and one-half hours daily on television next year. A campaign to organize such a cooperative production effort will be made immediately.

Final General Session

John Ed Cox, Supervisor of Instruction for the State Department of Education at the University of Tennessee, summarized the day's work in a thorough and competent manner. The chairman then made a final plea to the participants to use the information gained during the day, to make a start toward using more visual and aural instructional materials in the classrooms even with home-made models and devices. He urged the school people present to protest to the University of Tennessee if they think more radio and television programs are needed for school use, if they think more courses in using materials should be offered if they think more films, slides, and graphics should be made available. He emphasized that such letters will help immeasurably in getting funds for expanding existing programs.

WEST TENNESSEE CONFERENCE

The purpose of the conference was given by Mr. R. Lee Thomas, Consultant, Curriculum and Supervision, State Department of Education. Dr. Harvey Frye, graphics supervisor, Audio-Visual Center, Indiana University, made the keynote presentation. His main points follow:

Needs and Uses of Materials

Visual materials which are used in the schools should be well planned. Each piece of equipment must have a purpose and should aid in clarifying the concepts to be taught.

The production of teacher-made materials is important. Local production involves planning and should provide for growth. People love to use their hands. When teachers say they don't like to produce visual materials, it is because of fear of failure. There has been a remarkable development of equipment, but there is a lag in the use of it. What is fed into the machines is of great importance.

The needs of teachers in developing visual materials are as follows:

1. Illustrations--Teachers who can't draw must secure illustrations. Helpful ones include tear sheets from newspapers and magazines; hand drawings; clip art; art aids such as traceables, stencils, tapes, and shading sheets; and photographs.

2. Mounting--This is a form of preservation. It saves money and aids in filing. The types of mounting are rubber cement, dry mounting, wet mounting, and framing with tape. Revisions in the mounted illustrations have to take place at times.

3. Lettering--Labels are important in preparing visual materials. The various kinds of lettering are rubber stamps, cut outs, stencils, stencils with pens, mechanical, and paste-up.

4. Coloring--This provides emphasis and adds beauty to the visual materials. It aids in getting the attention of the pupils. Getting children's attention is an important aspect of teaching. Training in the listening skill is also imperative. The average teacher has the child's attention only 25 per cent of the day. Visual materials make dry material more appetizing. The first duty of the teacher is salesmanship. Development of attitude is extremely important.

5. Photography--This provides elasticity. Small pictures can be enlarged. Pictures can be projected on the screen.

There are many problems in the area of visual education. People con't know how to read pictures. Children should be taught to see, to observe carefully, to analyze, and to judge quality.

Audio-visual materials are those materials which utilize the audio and visual senses of children. Visual material makes learning more concrete. As a result it stimulates learning.

Flexibility is desirable. Teachers can add a little spice and other seasoning and have "home cooked" teaching by using visual materials. They should ask themselves how they can grow with this material. The use of visual material encourages creativity. In order to be creative, one has to invent.

Demonstrations of Making and Using Instructional Aids

Marshall Gunselman, director of the audio-visual center, David Lipscomb College, Nashville, showed a series of slides entitled "Case of the Curious Citizen." The slides showed the visit of two parents to a school and featured the educational materials which were seen in the various classrooms. Some of these were: flash cards, fraction wheels on flannel board, charts (vocabulary, class standards), reading materials (film-strips, controlled reader), recordings, tape recorder, projector (aids in teaching writing by showing letter forms on screen), films (children learned to operate equipment), maps, charts, globes, science models, live animals (guinea pigs), pictures and drawings made by children.

The slides also showed a visual aids center with adequate storage space, a conference room, and a work room with materials for use in making visual aids.

Mr. Gunselman described the radio station on his campus. He told the group that an FM transmitter with enough power to cover one county could be purchased for $24.95 from Fair Radio Sales, 132 South Main, Lima, Ohio.

Marvin Pratt, audio-visual director of the Nashville City Schools, showed a series of slides containing words of songs for assemblies and in-service meetings.

Dewey Orr, Memphis City Schools, showed slides of the materials center of his system. Some of the things shown were: the conference room; the film library, including provisions for repairs; the book depository; and the offices.

Tom Bell, Shelby County Schools, told of his experience in making a science film. He urged people not to be afraid to try making films. He said the essential needs for such a project are a camera, a light meter, and an editing device. The film in color showed children of various grade levels engaging in interesting science experiences.

The Language Laboratory

Mrs. Sara W. Whitten, state supervisor of language instruction, presented a film called "Language Learning in Context." This film, made in a French class at Wayne State University, Detroit, showed how to correlate all aspects of FL learning.

The film began in the classroom where the professor introduced the class to certain materials and grammatical structures by showing slides of the province of Normandie. It then showed the student drilling on these structures based on Normandie in the language laboratory. The next sequence showed the student at study reading further materials and writing a composition which she could make real because of having seen pictures of the Norman life and people. The film ended with the student being tested in the language lab. Here she made a tape recording, which the instructors graded on the basis of pronunciation, fluency, content, correctness, and variety of structure.

The student experienced all aspects of modern language learning with emphasis on the "new key." Not only did she listen to the language, speak it, and real and write it, but she was also introducted to a foreign culture. This film gave an excellent opportunity for school administrators to see a language being taught in proper context.

Educational Television

WKNO-TV personnel very effectively demonstrated some possibilities and practical applications of educational television by the Memphis station. Howard Holst, program director, described the type programs WKNO is offering. These include literacy courses, languages, art, music, science, faculty and pre-school programs. High point of this presentation was an actual TV lesson taught by Angela Aste, WKNO's first full-time science teacher, who teaches Memphis and Shelby County sixth-grade science lessons. Before the lesson was projected on the screen, she described the preparation necessary: survey of textbooks used in the schools, planning the course, preparing study guides for classroom teachers (including supplementary reading material and suggested activities), and finally preparation of her script, gathering materials and trying experiments for performance before the cameras.

Mrs. Marjorie Bellamy, a sixth-grade teacher commented on the television lessons from the point of view of the classroom teacher using them. She was especially enthusiastic about the concentrated nature of the lessons which provide more content than the classroom teacher responsible for all subjects could, as well as the interested response of students both in their attention and later experimentation.

Mr. George Barnes, Superintendent of Shelby County Schools, commented on the program from the point of view of the administrator. He emphasized the need for open-mindedness and further exploration to make even greater use of television as a teaching tool.

RECOMMENDATIONS OF THE COMMISSION FOR IMPROVEMENT OF INSTRUCTION THROUGH DISSEMINATION OF INFORMATION ABOUT INSTRUCTIONAL RESOURCES

The sense of urgency now compelling teachers and administrators to grasp every new idea and useful teaching device to keep pace with expanding knowledge and so prevent "educating" students for an age already past rather than equipping them with tools, skills, and attitudes to cope with the world they will grow into makes this an opportune time to expand and intensify efforts toward school improvement, especially in the area of teaching resources.

A major step in this direction has been made under the provisions of the National Defense Education Act. The most far-reaching activity in Tennessee was that beginning with the Tri-State Leadership planning conference in August 1959, concerned with dissemination of information about the newer educational media. The work of this group has been carried further through three regional workshops in an effort to reach all supervisors and administrators.

The next desirable step would seem to be intensified effort to reach classroom teachers at all levels, including the university, recognizing that there is much to be learned as well as demonstrated. In many instances, simply by coordinating and disseminating information about successful practices, materials and media, the total educational process will be greatly advanced and kept more nearly in the line of progress.

Responsibility for planning the regional workshops has rested upon special committees of the Commission for the Improvement of Instruction organized as a result of the Tri-State Leadership Conference in cooperation with the State Department of Education.

In order that this work may be continued and enchanced in an efficient and effective manner, the Commission makes the following recommendations:

1. Additional state-wide leadership is needed in the area of instructional resources to perform the following functions:

    a. Planning state and local materials programs, taking into consideration motion pictures, graphics, TV, radio, and materials production. The beginning point might be a pilot project for experimentation and to serve as a model for others to be developed. Use of readily available local resources should be emphasized. Also, a traveling trailer demonstration has been suggested.

    b. Assisting teacher education institutions in strengthening their programs of preparation in the materials area for teachers and audio-visual specialists.

    c. Assisting local systems in their in-service education activities.

    d. Assisting in the selection, preparation, and distribution of materials and resources.

    e. Coordinating existing programs.

2. The advisory committee on teacher education should consider including a materials course as a requirement for certification.

3. Additional training for existing personnel in instructional and supervisory positions should be given as soon as possible.

PROGRAM

Middle Tennessee Work Conference
Murfreesboro, Tennessee

Date and Time:	November 19, 1959, from 9:00 A. M. until 5:00 P. M.
Place:	Room 304, Student Union Building, Middle Tennessee State College
Workshop Director:	Dr. Bealer Smotherman, Audio-Visual Director, Middle Tennessee State College

PROGRAM

9:00-9:30	Introductory Address by Dr. Quill E. Cope, President, MTSC
9:30-11:00	First work session--"Need and Uses of Materials" Demonstration, Dr. Harvey Frye and his assistant, Indiana University
11:00-11:15	Break
11:15-12:15	Language Laboratories - Dr. Walter Stiefel
12:15-1:00	Lunch in Cafeteria
1:00-3:00	Second work session--"Utilizing a Variety of Teaching Techniques" Demonstration, Dr. Frye and assistant
3:00-4:00	Educational Television and Radio - Status and Possibilities Dr. Harold Wigren, NEA
4:00-5:00	Summary and future plans

Planning Committee
Middle Tennessee

Dr. Bealer Smotherman, Audio-Visual Director, Middle Tennessee State College

Marshall Gunselman, Director, Audio-Visual Center, David Lipscomb College, Nashville, Tennessee

Jere Farley, Supervisor of Instruction, State Department of Education

R. Lee Thomas, Consultant, Curriculum and Supervision, Tennessee State Department of Education, Nashville

Marvin Pratt, Audio-Visual Director, Nashville City Schools, Nashville

PROGRAM

East Tennessee Work Conference

8:30 A. M. Registration - Auditorium, College of Education Building, Temple Avenue

9:00 A. M. Opening Session - Auditorium - Kenneth D. Wright, Chairman
Welcome to the University of Tennessee - Dr. A. D. Holt, President
Welcome from the College of Education - N. E. Fitzgerald, Dean
Purpose of the Workshop - R. Lee Thomas, State Department of Education

9:30 A. M. Keynote Session - Auditorium
Introduction of the Keynote Speaker - Mrs. Wanda W. Johnston, Director of Audio-Visual Education, Knoxville City Schools
Keynote Address - Dr. Ernest Tiemann, University of Texas

10:30 A. M. Coffee Break and Tour of Exhibits

11:00 A. M. Demonstrations of Instructional Media - Auditorium
Mrs. C. V. Clark, Knoxville City Schools
Miss Ruth Ellen Crews, Knox County Schools

11:45 A. M. Concurrent Group Discussion - Subject: "How Do we Facilities the Use of the New Instructional Tools in the Classroom?"
GROUP ONE: Auditorium. This group will consist of superintendents, principals, and other supervisory personnel. J. J. McPherson, U. S. Office of Education, Chairman
GROUP TWO: Room 118. This group will consist of classroom teachers and audio-visual coordinators for individual schools. Dr. Tiemann, chairman.

12:30 P. M. Lunch

2:00 P. M. Television and Radio Session - Auditorium
"National, Southern, and North Carolina Activity in Classroom Teaching by Television" - Earl Wynn, Director of Television, University of North Carolina.
"East Tennessee Activity in Using Radio and Television as Tools for the Classroom Teacher" - Kenneth D. Wright, University of Tennessee

3:00 P. M. Final General Session - Auditorium
Summary of the Day's Work - John Ed Cox, State Department Supervisor of Instruction, University of Tennessee
Comments from the Floor - Final Announcements

3:30 P. M. Individual and Small Group Meetings
The Workshop will be officially adjourned at 3:30, but all consultants will be available in specified rooms for individual and small group contacts. Announcement will be made of the locations and subject areas of the various consultants.

Planning Committee

J. E. Arnold, Dean, Division of University Extension, University of Tennessee

John T. Benton, Director of Film Services, University of Tennessee

Pauline Brumit, Supervisor of Instruction, State Department of Education, East Tennessee State College

John Ed Cox, Supervisor of Instruction, State Department of Education, University of Tennessee

Mildred Doyle, Superintendent, Knox County Schools

Kathryn Johnson, Materials Supervisor, Knox County Schools

Wanda W. Johnston, Director of Audio-Visual Education, Knoxville City Schools

Eugenia Mauldin, Assistant Professor of Library Services, College of Education, University of Tennessee

R. Lee Thomas, Curriculum Consultant, State Department of Education

Kenneth D. Wright, Director of Broadcasting, University of Tennessee

PROGRAM

West Tennessee Work Conference

March 26, Auditorium, Johnson Hall, Memphis State University

Mrs. Mary Bradford, Director

9:00	Welcome - Dr. C. C. Humphreys, President, Memphis State University Plan of Conference - Dr. John Richardson, Memphis State University Purpose of Conference - R. Lee Thomas, State Department of Education
9:30	Need and Uses of Materials - Harvey Frye and Bill Jackson, Indiana University
10:45	Examples of Local Work - Forum - Marvin Pratt, Music Slides, Nashville City Schools; Tom Bell, Elementary Science, Shelby County Schools; and Marshall Gunselman, Polaroid Slides, David Lipscomb College
11:45	Lunch
1:00	Foreign Language Laboratories, Mrs. Sara Whitten, Tennessee State Department of Education
1:30	Educational Television - Demonstration, Howard Holst, WKNO-TV; Mrs. Angela Aste; George Barnes; and Mrs. Marjorie Bellamy
3:00	Break
3:15	Making A Variety of Teaching Materials - Demonstrations: Harvey Frye and Bill Jackson
4:45	Summary - Roy Jones, Tennessee State Department of Education
5:00	Adjournment

Planning Committee

Ernest Ball, Station WKNO, Memphis
Tom Bell, Shelby County Schools
Mitchell Bennett, Assistant Superintendent, Gibson County Schools
Mrs. Mary B. Bradford, Supervisor of Instruction, State Department of Education
Roy Jones, Supervisor of Instruction, State Department of Education
Anne Nolen, Chairman, West Tennessee Supervisors
Dr. John W. Richardson, Jr. - Memphis State University
T. H. Strange, Chairman, Principals' Study Council, Western Section
James Walker, Superintendent, Madison County Schools

Consultants to Planning Committee:
R. Lee Thomas, State Department of Education
James R. Cannon, Supervisor of Instruction (Mathematics), State Department of Education

WEST VIRGINIA

As did the other groups, West Virginia submitted dissemination plans prior to the conclusion of the TRI-STATE CONFERENCE. The report entitled, "Preliminary Report of West Virginia Group" is included. A later report of the State Group was sent to our office, which defines in more detail suggested plans. This report, which is also included, identifies the individual responsibilities of the conferees; what can be done; their heeds and strengths.

On August 29, 1959, Virginia Kelly sent a memorandum to the members of the West Virginia Audio-Visual Association, reporting the findings at the TRI-STATE CONFERENCE. It is hoped that the WVAVA will play a major role in continuing dissemination activities.

As a result of the Conference, Miss Johnie Payne Powell, served as a consultant at the West Virginia Classroom Teachers Association meeting, Saturday, January 23, 1960. Miss Powell served as a consultant at the TRI-STATE CONFERENCE. Dr. Otis McBride was asked to address the West Virginia Elementary Principals Association meeting - April 21-22, at Bluefield, W. Va. and Dr. Ernest Tiemann the Secondary Schools Principals Association meeting March 24-25, 1960 at White Sulphur Springs, W. Va. Both Drs. Tiemann and McBride were keynote speakers at the TRI-STATE CONFERENCE.

The greater part of the follow-up funds financed an Instructional Materials Workshop, July 18-29, 1960 - at Morgantown, W. Va. A copy of the program is included in the report. The purpose of the workshop was to reach the "grass-roots" educators who can use and further dissiminate information about instructional materials and media. The Division of Audio-Visual Instructional Service and the Association for Supervision and Curriculum Development will continue their contact work with Virginia Kelly for further dissemination.

Preliminary Report of West Virginia Group

August 12, 1959

This report is based upon "field notes" which have not been edited for clearness of statement or overlapping of content:

1. An attempt will be made to relate the concepts developed in this conference to:

    A. The re-study of teacher education programs now being planned

    B. In-Service Programs in Mathematics, Science, and Modern Foreign Languages now in the planning stage at State Level

    C. The School Improvement Program which is now functioning with emphasis on Curriculum and Learning. Some of the ways in which this will be done are:

    (1) At the State Leadership Conference of the Classroom Teachers Association. Demonstrations as to how inexpensive materials (as well as the more costly types of equipment) may be used will be given by selected classroom teachers, with such help as may be available from specialists in the field.

    (2) Through our seven established area study groups--ways in which materials and resources discussed at the meeting may be used to improve opportunities for learning.

    This will involve State Department of Education Leadership in co-operation with: Superintendents; Elementary Principals; Secondary Principals; Supervisors; Classroom Teachers; Board of Education--and State Colleges and the University

2. The West Virginia Education Association and its affiliated groups (CTA; Higher Education; Elementary and Secondary Principals; Superintendents) will in their programs throughout the next few months place special emphasis on making certain that ideas developed at this conference are properly emphasized.

3. Attempts will be made, through proper channels to involve: American Association of University Women; Special Subject Matter Groups in the Schools; State Congress of Parents and Teachers; State School Boards Association; State Association of Architects; Farm Women's Organization.

4. Consideration toward the organization of a Workshop for Teachers at West Virginia University during the summer of 1960.

5. A series of articles in the official publication of the West Virginia School Boards Association.

6. Revitalize our State Audio-Visual Organization--secure membership from each county, with emphasis on the selection of a key person to clear information.

7. Held early in the Spring of 1960, a meeting of the group in attendance at this conference--to evaluate how well we have achieved established goals.

8. Request NEA representatives and U. S. Office of Education to help establish some means through which the "resources of the three-state area" may be shared.

9. Encourage the establishment of "pilot type programs" within counties--or on a co-operative basis among counties.

10. Attempt to involve key members of the Legislature--as active participants in state and area studies listed above.

11. Review the recommendations of the "Feaster Report" (results of a state-wide testing program) to determine how the public interest created by this report may be used to obtain financial support.

INSTRUCTIONAL MATERIALS WORKSHOP

July 18-29, 1960

Morgantown, West Virginia

Suncrest Junior High School

9 a.m. - 3 p.m.

Directors: Virginia Kelly
Marshall Gunselman

General Information

This workshop is sponsored by the U. S. Office of Education, West Virginia State Department of Education, and West Virginia University College of Education. A grant has been made under Part B, Title VII, of the National Defense Education Act to the National Education Association for this purpose.

Suncrest Junior High School is located on Baldwin Street in Morgantown. Go from the University Campus on University Avenue just past the new medical center. Turn left on Baldwin St. The school is one block on the left and is constructed of yellow brick.

Participants will be housed in Men's Residence Hall and Women's Residence Hall on the West Virginia University Campus. One person from each county, who is recommended by the superintendent will be reimbursed for room, board, and transportation. Others are urged to attend, but will not receive reimbursement.

Lunch will be served at nearby Medical Center cafeteria.

Monday afternoon, July 18, there will be a watermelon eating immediately following the afternoon session. The group will be the guests of Virginia Kelly and Marshall Gunselman, Workshop directors.

Monday evening, July 25, there will be a dinner for the group at beautiful Mont Chateau on Cheat Lake. An air conditioned bus has been chartered to leave the residence halls at 5:30 p.m. and will return at approximately 9:00 p.m. There will be no cost for transportation, but the dinner will cost $2.50 per person.

This will be a participation-type workshop in so far as possible, with each person both contributing and receiving. It can mean much to the furthering of education in West Virginia, if this be the desire of the participants.

Monday, July 18

9:00 Plan of Workshop--Virginia Kelly, Charleston

Purpose of Workshop--Marshall Gunselman
Nashville, Tennessee

11:00 Lab Period (Individual instruction in equipment and materials)

12:00 Lunch

1:00 Use of Graphics (Posters, charts, etc.)

3:00 Watermelon eating

Tuesday, July 19

9:00 What is Involved in Curriculum
Lab Experimentation in Math--Carl Cummings,
Kingwood
Concerning Instructional Materials

11:00 Lab

12:00 Lunch

1:00 Making Slides and Photographs

Wednesday, July 20

9:00 Educational Films--Sources Virginia Kelly

National Defense Education Act

11:00 Lab Period

12:00 Lunch

1:00 Overhead Projectors and Transparencies	Gene Hagerty Damascus, Ohio

Thursday, July 21

9:00 Felt Boards--Beatrice Beall, Charleston

Bulletin Boards

11:00 Lab Period

12:00 Lunch

1:00 Use of Duplicated Materials

Friday, July 22

9:00 Educational Television--Lee Campion,
National
Education Assn.
Washington

11:00 Lab Period

12:00 Lunch

1:00 Practice session in use of closed-circuit television equipment

Don't have a lost weekend--See you Monday!

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Monday, July 25

9:00 Science Materials--Wm. Amos, Middleton, Del.
James Strickland, Watertown, Mass.

11:00 Lab Period

12:00 Lunch

1:00 Planning and equipping Science Rooms William Stormer State Dept. of Ed.

5:30 Dinner at Mont Chateau

Tuesday, July 26

9:00 Filmstrips--Lee Wickline,
State Dept. of Education

11:00 Lab Period

12:00 Lunch

1:00 Maps, globes, and relief models

Wednesday, July 27

9:00 Tape and Disc Recording

11:00 Lab Period

12:00 Lunch

1:00 Educational Radio

Thursday, July 28

9:00 Language Laboratories--George Fenley,
State Dept. of Education

11:00 Lab Period

12:00 Lunch

1:00 Practice Session in use of language laboratory equipment

Friday, July 29

9:00 Planning New Schools with Architects

11:00 Lab Period

12:00 Lunch

1:00 Air Conditioning and Ventilation of Schools--Zephyrin Marsh, Minneapolis, Minn.

Be careful going home;
You're valuable now!

REPORT OF W. V. GROUP

Here is a summary of our discussions and plans, which I thought you might like to have on file.

OUR STRENGTHS

1. There are a few audio-visual county organizations in operation.
2. Courses in preparation and use of instructional materials are taught in many of our colleges.
3. There is a film library at West Virginia University.
4. There are only 55 school districts.
5. There is interest in professional organizations.
6. Superintendents are certified.
7. There is a nucleus of audio-visual trained personnel.
8. There is an absence of state program.
9. There is a network of TV stations across the state that will give assistance.
10. Most dissatisfied personnel has left.

OUR NEEDS

1. To get the individual interested.
2. To acquaint the teachers with enrichment materials and encourage their use.
3. To reach all educational personnel.
4. To reach all parents.
5. To determine what equipment should be added.
6. To determine how the media would help our instruction.
7. To require a 2 hour course in college.
8. To have more members in audio-Visual associations.

WHAT CAN BE DONE

L. Use the newspaper and West Virginia Education Association Journal

2. Tie to TEPS Committee.

3. Review recommendations from Feaster Report.

4. Contact State Department.

5. Plan workshop on Instructional Materials at West Virginia University and Marshall College.

6. Get one person from each county to correlate Instructional Materials.

7. Tie in with language in-servie training workshop.

8. Cover the state with a good consultant - with workshops later.

9. Have a series of articles for the School Board Association-Journal.

10. Demonstrate the cross-media approach to P. T. A. Groups.

INDIVIDUAL RESPONSIBILITIES

MARY SHIRLEY - Will assume responsibility for-
(1) Trying to have film Language Learning from Context by Wayne State University shown at sectional meetings of Modern Foreign Language Teachers Association and West Virginia Chapters of America Association of Teachers of French at each of the four regional meetings of W. V. E. A. in October.

(2) Will suggest to the State Chairman of Elementary and Secondary Education, State Chairman of Higher Education and Chairman of Mass Media that they, in turn, direct attention of branch chairman (32 in each area) in these three fields to a study of possibilities of improvement of education through the use of audio-visual materials. Excellent for study groups in these fields.

PAUL WATSON - Will contact the State Association of Architects to get representative from organization to attend meetings.

(2) Will contact State Department.

R. V. BRAHAM - (1) Secure a resource person for two weeks to go to each of the seven regional fall meetings.

(2) To secure a resource person to appear on the March 25 program of the Secondary PrincipalsMeeting at White Sulphur Springs.

B. G. PAULEY -

(1) The meeting could feature the use of audio-visual equipment in group guidance activities. The use of equipment could be demonstrated. "Do-It-Yourself" materials could be presented. A consultant or resource person would be needed who is familiar with guidance activities and with audio-visual materials and equipment.

(2) Report to Mr. John St. Clair.

EASTON FEASTER -

(1) Relate to re-study of teacher education

(2) Relate to in-service education programs planned in science, math, and language.

(3) Relate to summer education conferences and Jackson's Mills meeting.

(4) Give greater emphasis on our campus to use of audio-visual aids in teacher education.

(5) Plan summer workshop for leaders in audio-visual at least one from each county.

(6) Series of articles in W. Va. School Board's Bulletin.

(7) Contact State Department.

ELLA BERGDOLL -

(1) C. T. A. - Report of this conference at our State Leadership Conferences.

(2) Have asked that Dr. Kennan be a speaker at one of our State Regional Meetings.

(3) Hope the Chairman of the State Steering Committee can "carry -the-ball" back in their own counties on Instructional materials.

MYRON DRUMMOND -

E. P. A. Annual Meeting - Bluefield - April 21-22

Workshop - Cross-Media *** Need-Consultant help

VIRGINIA KELLY -

(1) Will contact all members of WVAVA and tell of this meeting and list participants here for direct contact.

(2) Get one representative from each county to act as a clearing agent of interchange of ideas - to all state.

(3) Make arrangements for a meeting of this group later in the year.

(4) Get story to Harold Lambert.

CATHARINE CLARK -

WVEA might help angle attention to the audio-visual approach by offering:

(1) Use of Publications
    a. Journal
    b. WVEA News

(2) Use of some of the Public relations man's time for some stories.

(3) Use of time in workshop sessions.

and by:

(1) Bringing in a speaker for the state meeting.

(2) Working on a filmstrip or slide series to tell the story (financial help needed for this).